THIRD EDITION

1

Skills for Success

READING AND WRITING

Sarah Lynn

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CRITICAL THINKING

The unique critical thinking approach of the *Q: Skills for Success* series has been further enhanced in the Third Edition. New features help you analyze, synthesize, and develop your ideas.

Unit question

The thought-provoking unit questions engage you with the topic and provide a critical thinking framework for the unit.

UNIT QUESTION

What is a good job?

A. Discuss these questions with your classmates.

1. Look at the photo. Where is the woman working? What is she doing? Does this look like a good job to you?
2. Do you have a job now? Do you think it is a good job?
3. Why is it important to have a good job?

B. Listen to *The Q Classroom* online. Then answer these questions.

Analysis

You can discuss your opinion of each reading text and analyze how it changes your perspective on the unit question.

E. EXTEND The reading says, "The best way to find the right career is to think about who you are." Why is it important? Discuss with a partner.

iQ PRACTICE Go online for additional reading and comprehension. *Practice > Unit 1 > Activity 5*

WRITE WHAT YOU THINK

A. DISCUSS Do Step 1 on page 6. Then discuss the question in Step 2 in a group.

B. SYNTHESIZE What type are you? Write a few sentences explaining your interests and skills. Look back at your Quick Write on page 4. Add anything you learned about yourself from the quiz.

NEW! Critical Thinking Strategy with video

Each unit includes a Critical Thinking Strategy with activities to give you step-by-step guidance in critical analysis of texts. An accompanying instructional video (available on iQ Online) provides extra support and examples.

CRITICAL THINKING STRATEGY

Identifying supporting information

Often writers make claims (say something is true). When you read, ask yourself, *Where is the supporting information in the reading? What about my own experience? Do I have examples that can support the claim?*

Example:

Claim in reading: Laughter exercises your whole body.

Supporting information in reading: Ten to 15 minutes of laughter burns 50 calories.

Supporting example from your experience: When I laugh really hard, the muscles in my stomach hurt.

iQ PRACTICE Go online to watch the Critical Thinking Video and check your comprehension. *Practice > Unit 4 > Activity 8*

NEW! Bloom's Taxonomy

Blue activity headings integrate verbs from Bloom's Taxonomy to help you see how each activity develops critical thinking skills.

D. IDENTIFY Read the claims from the reading. Find the supporting information for each claim and underline them in the reading.

1. Laughter makes a person happier.
2. Laughter increases a person's ability to live with pain.
3. It is easy to start laughing.
4. Laughter improves a person's health.
5. Laughter increases your ability to learn and remember.

E. EXTEND Work with a partner. Look at the claims in Activity D. Does your experience support these claims or not? If possible, tell your partner an example.

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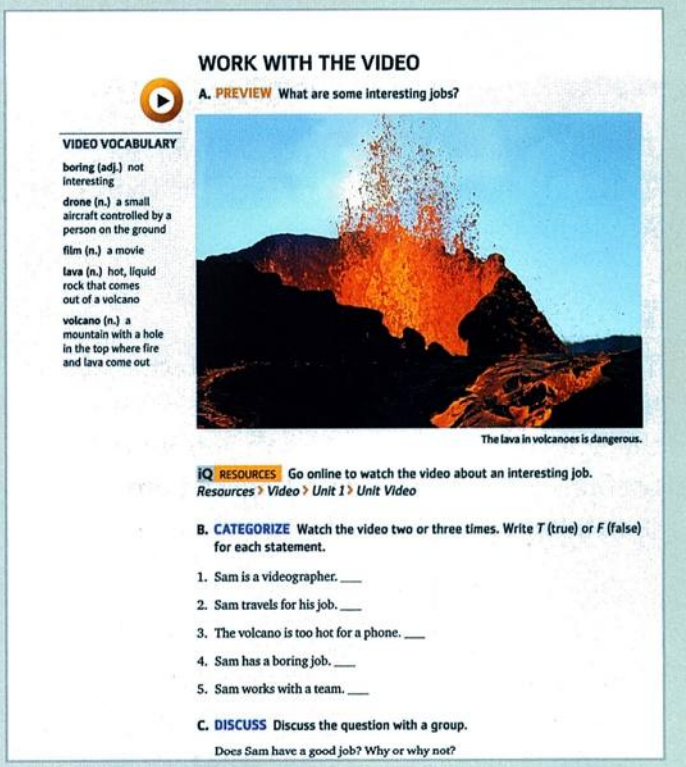
THREE TYPES OF VIDEO

UNIT VIDEO

The unit videos include high-interest documentaries and reports on a wide variety of subjects, all linked to the unit topic and question. All videos are from authentic sources.

NEW! "Work with the Video" pages guide you in watching, understanding, and discussing the unit videos. The activities help you see the connection to the Unit Question and the other texts in the unit.



WORK WITH THE VIDEO

A. PREVIEW What are some interesting jobs?

VIDEO VOCABULARY

boring (adj.) not interesting

drone (n.) a small aircraft controlled by a person on the ground

film (n.) a movie

lava (n.) hot, liquid rock that comes out of a volcano

volcano (n.) a mountain with a hole in the top where fire and lava come out

The lava in volcanoes is dangerous.

iQ RESOURCES Go online to watch the video about an interesting job.
Resources > Video > Unit 1 > Unit Video

B. CATEGORIZE Watch the video two or three times. Write *T* (true) or *F* (false) for each statement.

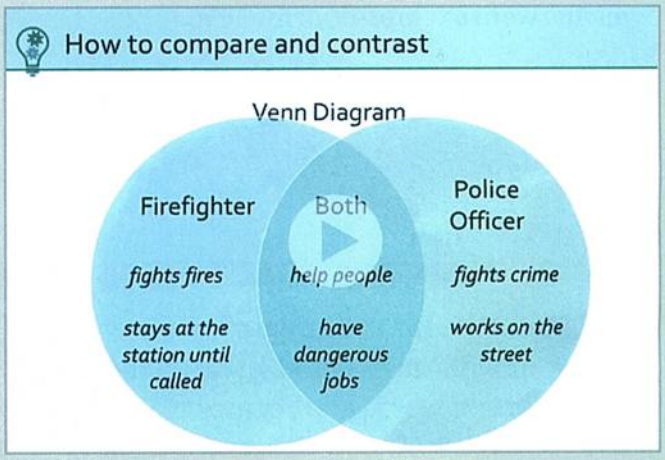
1. Sam is a videographer. ___
2. Sam travels for his job. ___
3. The volcano is too hot for a phone. ___
4. Sam has a boring job. ___
5. Sam works with a team. ___

C. DISCUSS Discuss the question with a group.

Does Sam have a good job? Why or why not?

CRITICAL THINKING VIDEO

NEW! Narrated by the Q series authors, these short videos give you further instruction into the Critical Thinking Strategy of each unit using engaging images and graphics. You can use them to get a deeper understanding of the Critical Thinking Strategy.



SKILLS VIDEO

NEW! These instructional videos provide illustrated explanations of skills and grammar points in the Student Book. They can be viewed in class or assigned for a flipped classroom, for homework, or for review. One skill video is available for every unit.

Easily access all videos in the Resources section of iQ Online.

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VOCABULARY

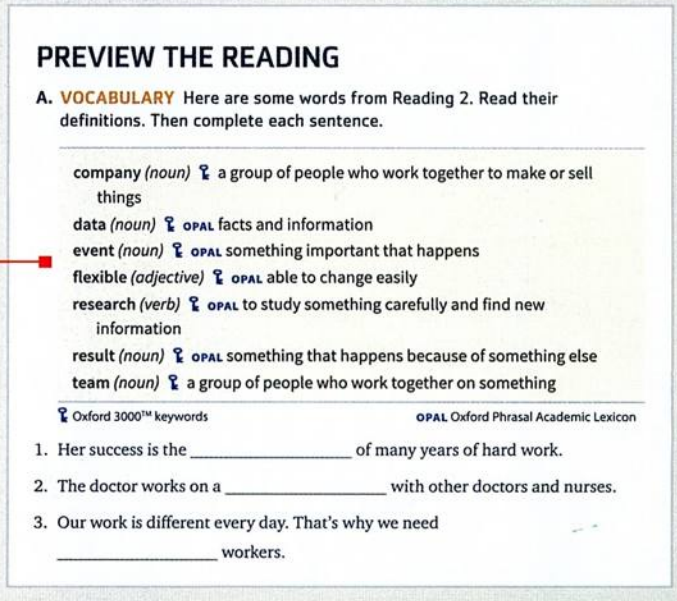
A research-based vocabulary program focuses on the words you need to know academically and professionally.

The vocabulary syllabus in *Q: Skills for Success* is correlated to the CEFR (see page 212) and linked to two word lists: the Oxford 3000 and the OPAL (Oxford Phrasal Academic Lexicon).

OXFORD 3000

The Oxford 3000 lists the core words that every learner at the A1–B2 level needs to know. Items in the word list are selected for their frequency and usefulness from the Oxford English Corpus (a database of over 2 billion words).

Vocabulary Key
In vocabulary activities, 🔑 shows you the word is in the Oxford 3000 and **OPAL** shows you the word or phrase is in the OPAL.



PREVIEW THE READING

A. **VOCABULARY** Here are some words from Reading 2. Read their definitions. Then complete each sentence.

company *(noun)* 🔑 a group of people who work together to make or sell things
data *(noun)* 🔑 OPAL facts and information
event *(noun)* 🔑 OPAL something important that happens
flexible *(adjective)* 🔑 OPAL able to change easily
research *(verb)* 🔑 OPAL to study something carefully and find new information
result *(noun)* 🔑 OPAL something that happens because of something else
team *(noun)* 🔑 a group of people who work together on something

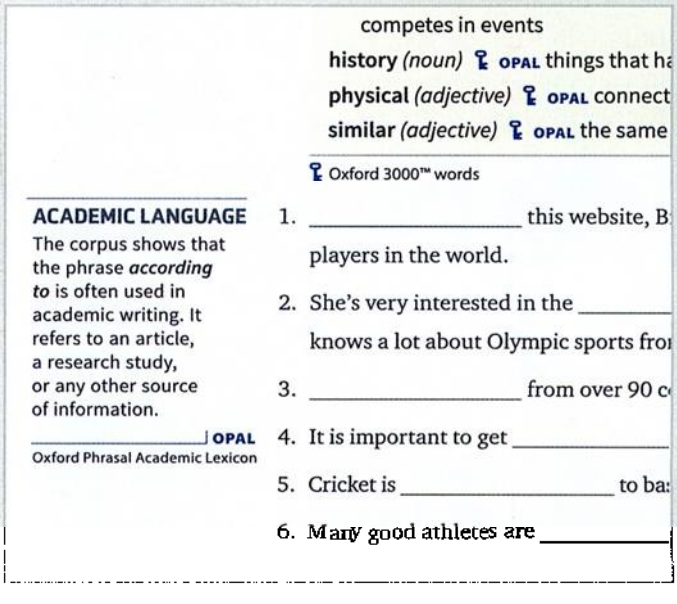
🔑 Oxford 3000™ keywords OPAL Oxford Phrasal Academic Lexicon

1. Her success is the _____ of many years of hard work.
2. The doctor works on a _____ with other doctors and nurses.
3. Our work is different every day. That's why we need _____ workers.

OPAL
OXFORD PHRASAL ACADEMIC LEXICON

NEW! The OPAL is a collection of four word lists that provide an essential guide to the most important words and phrases to know for academic English. The word lists are based on the Oxford Corpus of Academic English and the British Academic Spoken English corpus. The OPAL includes both spoken and written academic English and both individual words and longer phrases.

Academic Language tips in the Student Book give information about how words and phrases from the OPAL are used and offer help with features such as collocations and phrasal verbs.



competes in events
history *(noun)* 🔑 OPAL things that ha
physical *(adjective)* 🔑 OPAL connect
similar *(adjective)* 🔑 OPAL the same

🔑 Oxford 3000™ words

ACADEMIC LANGUAGE
The corpus shows that the phrase ***according to*** is often used in academic writing. It refers to an article, a research study, or any other source of information.

_____ OPAL
Oxford Phrasal Academic Lexicon

1. _____ this website, B players in the world.
2. She's very interested in the _____ knows a lot about Olympic sports fro
3. _____ from over 90 c
4. It is important to get _____
5. Cricket is _____ to ba
6. Many good athletes are _____

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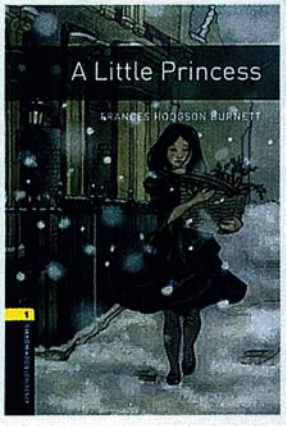
EXTENSIVE READING

NEW! Extensive Reading is a program of reading for pleasure at a level that matches your language ability.

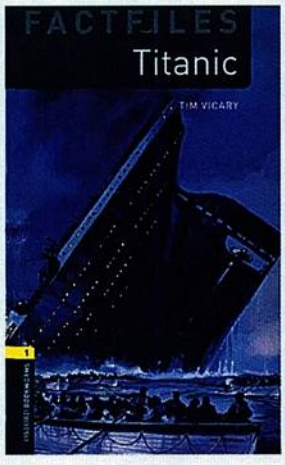
There are many benefits to Extensive Reading:

- It helps you to become a better reader in general.
- It helps to increase your reading speed.
- It can improve your reading comprehension.
- It increases your vocabulary range.
- It can improve your grammar and writing skills.
- It's great for motivation—reading something that is interesting for its own sake.

Each unit of *Q: Skills for Success* Third Edition has been aligned to an Oxford Graded Reader based on the appropriate topic and level of language proficiency. The first chapter of each recommended graded reader can be downloaded from iQ Online Resources.



UNIT 1



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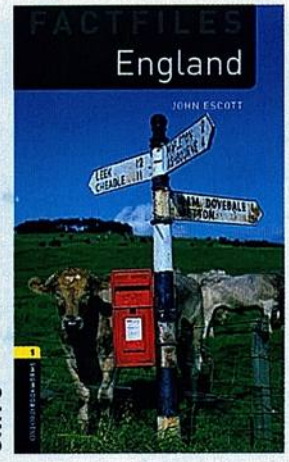

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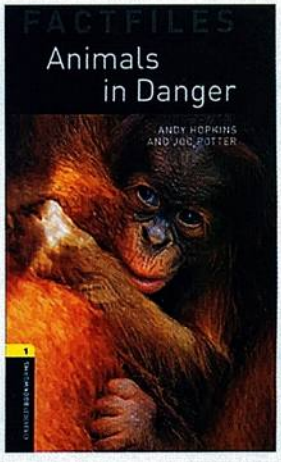
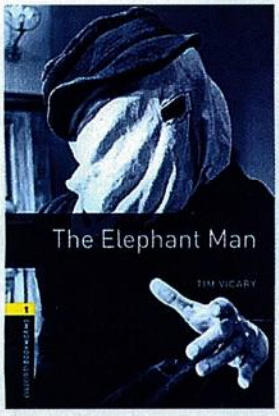


UNIT 4



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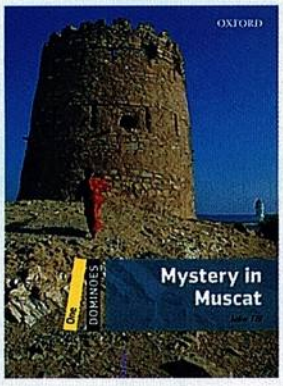
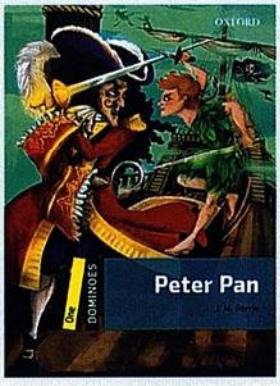
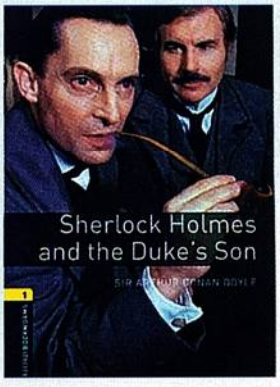


UNIT 6



UNIT 7



UNIT 8

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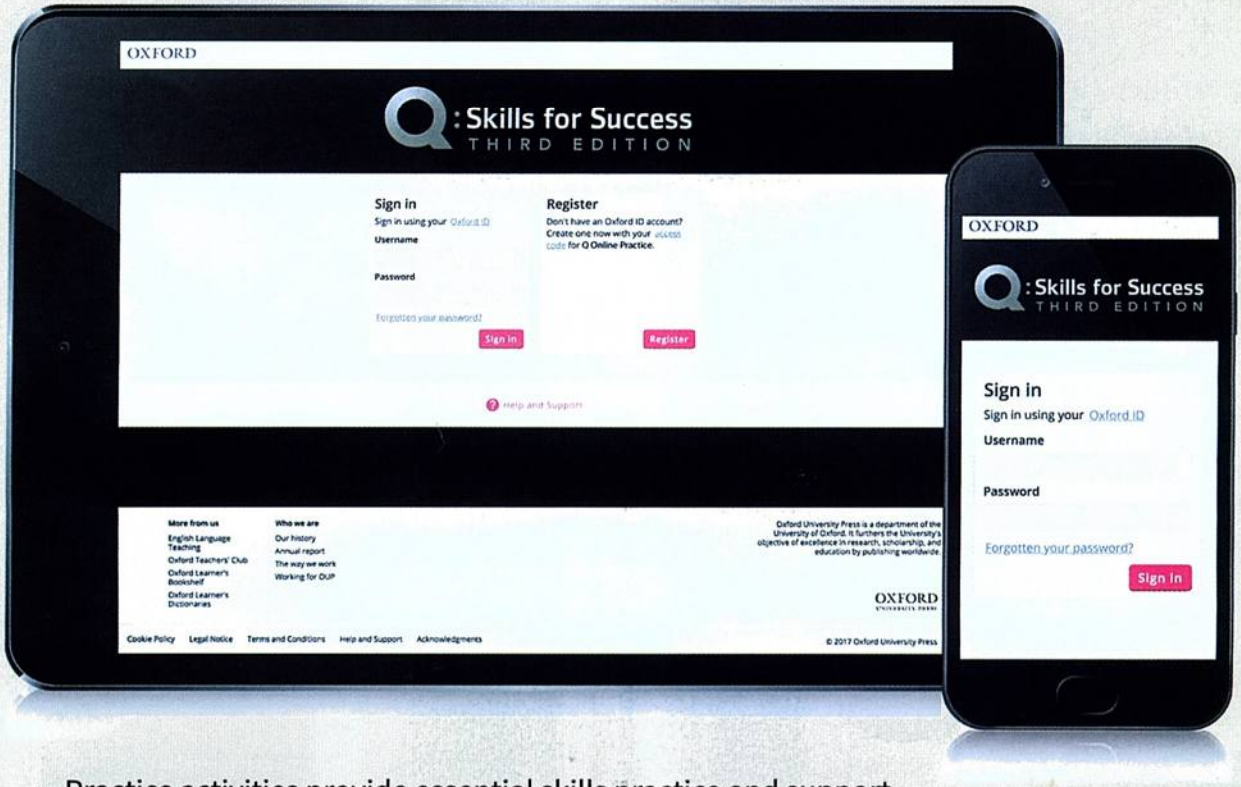
iQ ONLINE extends your learning beyond the classroom.



- Practice activities provide essential skills practice and support.
- Automatic grading and progress reports show you what you have mastered and where you still need more practice.
- Discussion Board to discuss the Unit Questions helps you develop your critical thinking.
- Writing Tutor helps you practice your academic writing skills.
- Essential resources such as audio and video are easy to access anytime.

NEW TO THE THIRD EDITION

- Site is optimized for mobile use so you can use it on your phone.
- An updated interface allows easy navigation around the activities, tests, resources, and scores.
- New Critical Thinking Videos expand on the Critical Thinking Strategies in the Student Book.
- Extensive Reading program helps you improve your vocabulary and reading skills.

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UNIT 5 Sports Science – What is a sport? 92

Reading 1: Exercise for Life. 94
Critical Thinking Strategy: Evaluating sources 98
Reading Skill: Identifying supporting sentences and details 99
Reading 2: Games or Sports? 101
Work with the Video: Skate Brothers. 105
Vocabulary Skill: The prefix *un-* 106
Writing Skill: Writing supporting sentences and details 108
Grammar: Prepositions of location 112
Unit Assignment: Write a paragraph about your favorite sport 113

UNIT 6 Communication – Is choice always a good thing? 116

Reading 1: Too Much Information, Too Many Choices 118
Reading Skill: Identifying pronoun referents 123
Reading 2: Making Medical Decisions 125
Critical Thinking Strategy: Justifying your opinions 129
Work with the Video: Internet Shopping 130
Vocabulary Skill: Collocations 131
Writing Skill: Writing concluding sentences 133
Grammar: Infinitives of purpose 135
Unit Assignment: Write an opinion paragraph 137

UNIT 7 Behavioral Science – Is the world changing too fast? 140

Reading 1: Technology and Change 142
Reading Skill: Marking the margins 143
Critical Thinking Strategy: Identifying point of view 147
Reading 2: Some Things Never Change. 149
Work with the Video: Service for Seniors 153
Vocabulary Skill: Finding the correct definition 154
Grammar: Clauses with *before/before that* and *after/after that* 156
Writing Skill: Making a timeline to plan your writing 158
Unit Assignment: Write a paragraph about important changes in your life 161

UNIT 8 Psychology – What are you afraid of? 164

Reading 1: A Dangerous World? 166
Critical Thinking Strategy: Identifying cause and effect 170
Reading Skill: Identifying facts and opinions. 171
Reading 2: Can We Trust Our Fears? 173
Work with the Video: Reproducing Fear 177
Vocabulary Skill: Word families. 178
Writing Skill: Contrasting ideas with *however* 180
Grammar: Comparative adjectives 183
Unit Assignment: Write one or more paragraphs about a common fear 185

Vocabulary List and CEFR Correlation 188

Authors and Consultants 190

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1 Business

READING previewing
CRITICAL THINKING classifying
VOCABULARY word forms
WRITING writing a main idea and supporting sentences
GRAMMAR verbs + infinitives (like, want, and need)

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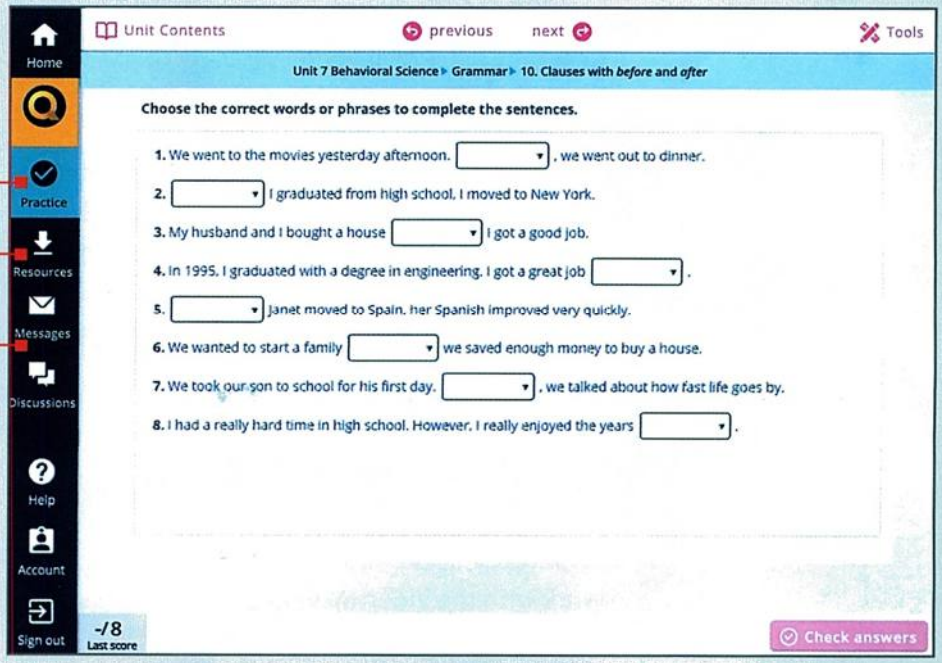
How to use iQ ONLINE

Go to **Practice** to find additional practice and support to complement your learning in the classroom.

Go to **Resources** to find

- All Student Book video
- All Student Book audio
- Critical Thinking videos
- Skills videos
- Extensive Reading

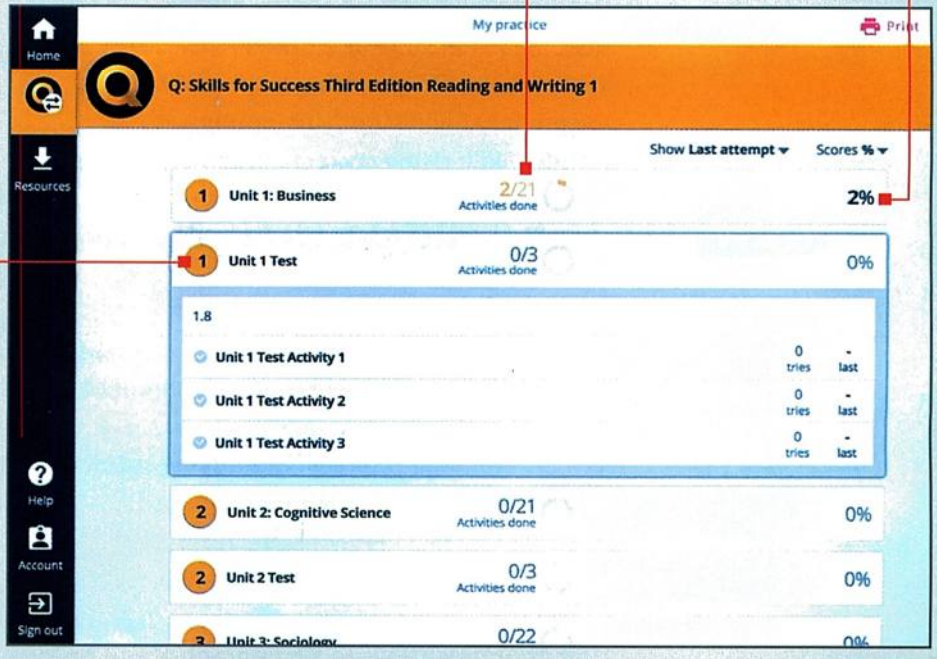
Go to **Messages** and **Discussion Board** to communicate with your teacher and classmates.


Home
Practice
Resources
Messages
Discussions
Help
Account
Sign out
Unit Contents
previous
next
Tools
Unit 7 Behavioral Science ▸ Grammar ▸ 10. Clauses with before and after
Choose the correct words or phrases to complete the sentences.
1. We went to the movies yesterday afternoon. [ ], we went out to dinner.
2. [ ] I graduated from high school, I moved to New York.
3. My husband and I bought a house [ ] I got a good job.
4. In 1995, I graduated with a degree in engineering. I got a great job [ ].
5. [ ] Janet moved to Spain, her Spanish improved very quickly.
6. We wanted to start a family [ ] we saved enough money to buy a house.
7. We took our son to school for his first day. [ ], we talked about how fast life goes by.
8. I had a really hard time in high school. However, I really enjoyed the years [ ].
-/8
Last score
Check answers

Progress bar shows you how many activities you have completed.

View your scores for all activities.

Online tests assigned by your teacher help you assess your progress and see where you still need more practice.



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CONTENTS

Welcome to *Q: Skills for Success* Third Edition iv
What is iQ Online? viii

UNIT 1 Business – What is a good job? 2

Reading 1: The Right Job for You 4
Reading Skill: Previewing 5
Reading 2: The World of Work 8
Critical Thinking Strategy: Classifying 12
Work with the Video: Volcano Adventure 13
Vocabulary Skill: Word forms 15
Writing Skill: Writing a main idea and supporting sentences 16
Grammar: Verbs + infinitives (*like*, *want*, and *need*) 18
Unit Assignment: Write about a job that's right for you 19

UNIT 2 Cognitive Science – What is the best way to study? 24

Reading 1: The Secret to Good Memory 26
Critical Thinking Strategy: Restating 29
Reading 2: The Brain and Technology 30
Reading Skill: Skimming 31
Work with the Video: Neurons as Networks 35
Vocabulary Skill: Word roots 36
Writing Skill: Writing sentences with *but* and *so* 38
Grammar: Simple past with regular and irregular verbs 39
Unit Assignment: Write about how you study 41

UNIT 3 Sociology – Is vacation the best way to relax? 44

Reading 1: Managing Life and Work 46
Critical Thinking Strategy: Identifying pros and cons 49
Reading Skill: Reading charts, graphs, and tables 51
Reading 2: Relaxing at Work 54
Work with the Video: Malaysian Islands 58
Vocabulary Skill: Modifying nouns 59
Writing Skill: Using correct paragraph structure 61
Grammar: Sentences with *because* 64
Unit Assignment: Write a paragraph about the best way to relax 66

UNIT 4 Physiology – What makes you laugh? 70

Reading 1: No Laughing Matter 72
Reading Skill: Identifying the topic sentence in a paragraph 77
Reading 2: Reasons to Laugh 78
Critical Thinking Strategy: Identifying supporting information 81
Work with the Video: Laughter Yoga 82
Vocabulary Skill: Parts of speech 83
Writing Skill: Writing a topic sentence 85
Grammar: Sentences with *when* 87
Unit Assignment: Write a paragraph about one way laughter is good for you 89

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UNIT QUESTION

What is a good job?

A. Discuss these questions with your classmates.

1. Look at the photo. Where is the woman working? What is she doing? Does this look like a good job to you?
2. Do you have a job now? Do you think it is a good job?
3. Why is it important to have a good job?

B. Listen to *The Q Classroom* online. Then answer these questions.

1. What do the students say?
2. Do you agree or disagree with them? Why?

iQ PRACTICE Go to the online discussion board to discuss the Unit Question with your classmates. *Practice* › *Unit 1* › *Activity 1*

UNIT OBJECTIVE

Read the articles. Gather information and ideas to describe the job you want and explain why you think it is a good job for you.

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READING 1 The Right Job for You

OBJECTIVE ▸ You are going to read a web page for people who are looking for work. Use the web page to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

TIP FOR SUCCESS
Sometimes you can find the meaning of a new word by understanding the meaning of the other words around it. These are called *context clues*.

A. VOCABULARY Here are some words from Reading 1. Read the sentences. Then write each underlined word next to the correct definition.

1. He had a 30-year career as a doctor at City Hospital.
2. Most students plan to work after college.
3. I wish you success in your new job.
4. Speaking English is an important skill to have in many jobs.
5. The job center tries to match people and jobs, so people are happy in their jobs.
6. It is a difficult problem. I cannot solve it.
7. They have new ideas all the time. They are very creative.
8. I have a difficult decision. Do I get a job or go to college?
9. My routine in the morning is always the same.

a. _____ *(verb)* to decide what you are going to do and how
b. _____ *(verb)* to find the answer to a problem
c. _____ *(verb)* to put together two things that belong together
d. _____ *(noun)* a choice that you make after thinking
e. _____ *(noun)* a job that you learn to do and then do for many years
f. _____ *(noun)* getting what you want, doing well
g. _____ *(noun)* something you do well
h. _____ *(noun)* the same order of doing things
i. _____ *(adjective)* having a lot of new ideas

iQ PRACTICE Go online for more practice with the vocabulary.
Practice › Unit 1 › Activities 2–3

B. QUICK WRITE What are your interests? Write three things you like to do. Remember to use this section for your Unit Assignment.

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READING SKILL Previewing

Good readers **preview** a text (for example, an online article, a report, a story) before they read every word. They look quickly at different parts of the text to get a general idea of what it is about.

Here are some tips for previewing.

- Read the **title**. The title is the name of the whole text.
- Read the **headings**. A heading is a title of one part of the text.
- Read the **captions** under the pictures. A caption explains a picture.

C. PREVIEW This is a web page on a career center website. Preview the web page. Then answer the questions.

1. What is the title of the text?

   a. The Winter Hill Career Center
   b. The Right Job for You
   c. What Are Your Interests and Skills?

2. What are the pictures about?

   a. jobs
   b. people
   c. skills

3. How many steps are there?

   a. two
   b. three
   c. six

iQ PRACTICE Go online for more practice with previewing a text.
Practice > Unit 1 > Activity 4

WORK WITH THE READING

A. INVESTIGATE Read the web page. Gather information about what a good job is.

Home Sign in

The Winter Hill Career Center

THE RIGHT JOB FOR YOU

Adults spend one third of their time at work. How you spend your day is how you spend your life. Make sure you are doing something you enjoy!

The best way to find the right **career** is to think about who you are. What do you like to do? What are you good at?

If you follow your interests and **skills**, you will be happy and do your work well. You will have more **success** in your career.

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The Winter Hill Career Center

مرجع زبان ایرانیان

STEP 1 WHAT ARE YOUR INTERESTS AND SKILLS?

Check (✓) the sentences that are true for you.

TYPE 1

- ☐ I like to be outside.
- ☐ I like to take care of plants and animals.
- ☐ I am good with my hands.
- ☐ I fix things around the house.

TYPE 2

- ☐ I like to **solve** problems.
- ☐ I like to learn new information.
- ☐ I like to think about big ideas.
- ☐ I like science.

TYPE 3

- ☐ I like music, art, and movies.
- ☐ I often talk about my feelings.
- ☐ I like to try new ideas.
- ☐ I am **creative**.

TYPE 4

- ☐ I like to talk to different people.
- ☐ I often **plan** fun activities.
- ☐ I like to help people.
- ☐ I like to teach.

TYPE 5

- ☐ I like to talk.
- ☐ People listen to me.
- ☐ I make **decisions** easily.
- ☐ I like to take action[1].

TYPE 6

- ☐ I follow directions carefully.
- ☐ I am good with details.
- ☐ I like to follow a **routine**.
- ☐ I am good with numbers.

STEP 2 WHAT JOBS MATCH YOUR INTERESTS AND SKILLS?

Look at the boxes you checked. Any section with three or more checks is your type. You might have more than one type.

Look below at some careers that match your type(s). Do these careers interest you?

TYPE 1
carpenter, engineer

TYPE 2
doctor, software developer

TYPE 3
chef, photographer

TYPE 4
nurse, teacher

TYPE 5
lawyer, business person

TYPE 6
accountant, office manager

STEP 3 VISIT US TO MAKE YOUR CAREER PLAN!

We can help you have great success in your future career.

[1] **take action:** do things, not just think about things

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B. IDENTIFY According to the Winter Hill Career Center, there are three steps to finding the right job. Put the steps in the correct order.

____ Go to the Winter Hill Career Center.

____ Check your skills and interests.

____ Look at careers that match your skills and interests.

TIP FOR SUCCESS
To help you answer a question by scanning, underline important words in the question. Scanning for those words makes it easy to find the information.

C. ANALYZE Which career matches each person's skills and interests? Scan the career test and possible careers in Reading 1. Then circle the correct answers.

1. I like to help people. I often plan activities.
   a. teacher b. computer programmer
2. I like to talk. I make decisions easily.
   a. engineer b. lawyer
3. I'm good with numbers. I follow directions carefully.
   a. accountant b. teacher
4. I'm creative. I like art, music, and movies.
   a. photographer b. nurse
5. I like science. I like to learn new information.
   a. doctor b. office manager
6. I'm good with my hands. I like to be outside.
   a. chef b. carpenter

D. CATEGORIZE Look at the six occupations. Which types do they match? Write the type number under each photo.

____ fashion designer

____ computer programmer

____ farmer

____ personal trainer

____ secretary

____ salesperson

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E. EXTEND The reading says, "The best way to find the right career is to think about who you are." Why is it important? Discuss with a partner.

iQ PRACTICE Go online for additional reading and comprehension.
Practice › Unit 1 › Activity 5

WRITE WHAT YOU THINK

A. DISCUSS Do Step 1 on page 6. Then discuss the question in Step 2 in a group.

B. SYNTHESIZE What type are you? Write a few sentences explaining your interests and skills. Look back at your Quick Write on page 4. Add anything you learned about yourself from the quiz.

READING 2 The World of Work

OBJECTIVE ▸ You are going to read interviews with people in different careers. Use the article to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

A. VOCABULARY Here are some words from Reading 2. Read their definitions. Then complete each sentence.

company *(noun)* a group of people who work together to make or sell things
data *(noun)* OPAL facts and information
event *(noun)* OPAL something important that happens
flexible *(adjective)* OPAL able to change easily
research *(verb)* OPAL to study something carefully and find new information
result *(noun)* OPAL something that happens because of something else
team *(noun)* a group of people who work together on something

Oxford 3000™ keywords OPAL Oxford Phrasal Academic Lexicon

1. Her success is the _____ of many years of hard work.
2. The doctor works on a _____ with other doctors and nurses.
3. Our work is different every day. That's why we need _____ workers.

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4. I work for a small _____. There are four people in our office.

5. Students _____ their topics before they write their reports.

6. The most important _____ of my career was when I got this job.

7. There is interesting _____ in this new study.

iQ PRACTICE **Go online for more practice with the vocabulary.**
Practice > Unit 1 > Activities 6–7

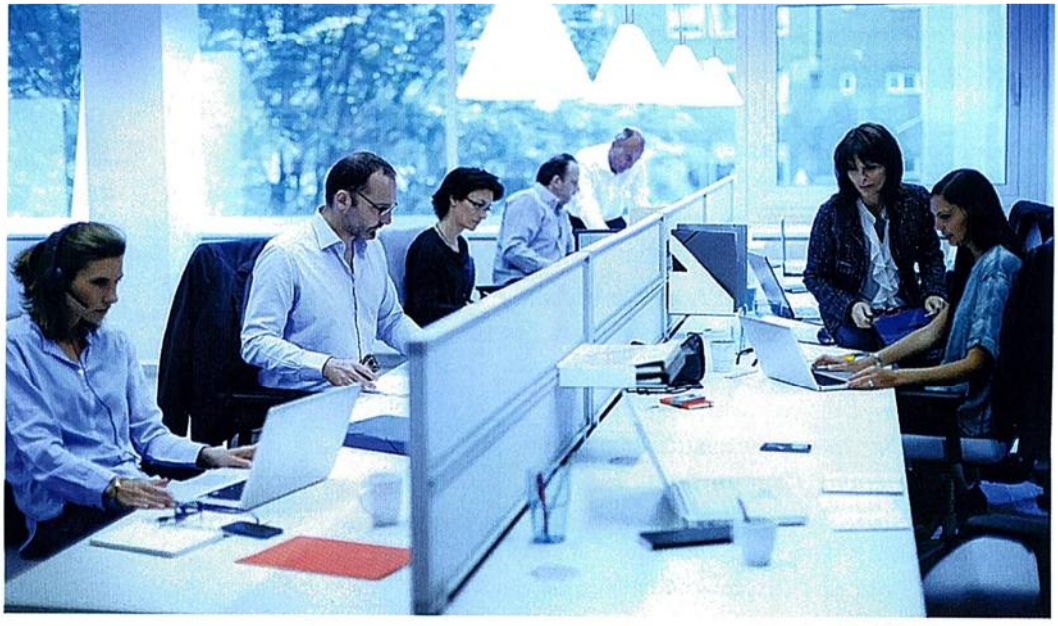
TIP FOR SUCCESS
You do not need to understand every word in a reading text. To build your vocabulary, circle the four or five new words you think are most important and find them in the dictionary.

B. PREVIEW **Preview the interviews. Look at the questions. What information do the people give about their work? Check (✓) your ideas.**

- ☐ 1. the pay
- ☐ 2. the name of the job
- ☐ 3. where they work
- ☐ 4. what they do every day at work
- ☐ 5. what they do at home
- ☐ 6. what they like about their work

C. QUICK WRITE **What do you know about these jobs? What do people with these jobs do? Where do they work? What skills do these jobs require? Remember to use this section for your Unit Assignment.**

bioengineer event planner market researcher videographer



WORK WITH THE READING

A. INVESTIGATE Read the interviews. Gather information on what a good job is.

THE WORLD OF WORK

People enjoy their work for many different reasons. We talked to four different people about their work. Read what they said.

What do you do? *I'm a market researcher. I work for a large* ***company****.*

What are your responsibilities? *I* ***research*** *what people want and need. I help businesses make decisions about what to sell, where to sell it, and how to sell it.*

What skills do you need? *I need to know how to read* ***data****. I need to explain my ideas well.*

Why do you like your job? *I think about big ideas. It is interesting work.*

What do you do? *I'm a videographer. I make videos for businesses. I am self-employed[1]. I have a home office, but I travel a lot.*

What are your responsibilities? *A company asks me to make a video. I learn about the company and what it needs. I make the video in different places. I edit the video in my quiet home office.*

What skills do you need? *I need to be independent and creative.*

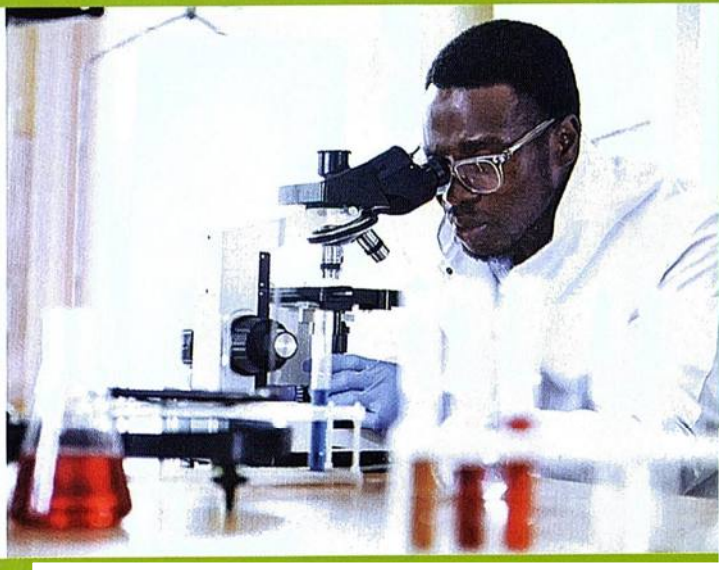
Why do you like your job? *I have* ***flexible*** *hours. I work when I want. I travel a lot. I like to work alone.*

What do you do? *I'm a bioengineer in a university hospital. I use engineering to solve medical problems.*

What are your responsibilities? *I work with a* ***team*** *of doctors and engineers. We make artificial[2] body parts for patients. We work together for many years on one thing. We make a body part, test it, and make it better.*

What skills do you need? *I need to know the research. I need to be good with my hands. I need to work well with a team.*

Why do you like your job? *I like to solve problems. I like to see the* ***results*** *of my work. My work helps people. It's important.*



[1] **self-employed:** working for yourself, not someone else.

[2] **artificial:** not real, made to copy something real

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What do you do? *I'm an **event** planner. I work for a big hotel.*

What are your responsibilities? *I plan big events. I plan all the details: the food, the activities, the transportation, the schedules.*

What skills do you need? *I need to be very organized and good with details. I need to work well with people.*

Why do you like your job? *My work is fun. I meet many different people. I make people happy. That makes me happy.*

B. IDENTIFY **Circle the answer that best completes the statement.**

This article helps the reader ____.

a. find a company b. learn about careers c. write about their careers

C. IDENTIFY **Write the job title next to each job responsibility.**

market researcher videographer bioengineer event planner

1. _____ I study data.
2. _____ I work with schedules and details.
3. _____ I work closely with a team.
4. _____ I help companies make good business decisions.
5. _____ I work with many different people.
6. _____ I make videos for businesses.
7. _____ I make body parts.
8. _____ I work alone.

D. APPLY **Finish the sentences.**

1. The event planner says her work is ____. a. interesting
2. The market researcher says her work is ____. b. important
3. The bioengineer says his work is ____. c. creative
4. The videographer says his work is ____. d. fun

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CRITICAL THINKING STRATEGY

Classifying

One way to **classify** information is to organize information in a chart. This helps you understand the information better. When you classify information, you ask yourself, "Where does the information go in the chart?"

iQ PRACTICE **Go online to watch the Critical Thinking Video and check your comprehension.** ***Practice*** **›** ***Unit 1*** **›** ***Activity 8***

E. CATEGORIZE **Complete the chart with the words in the box.**

be creative	explain ideas well	research hospital
be organized	home office	work well with a team
business office	hotel	

Job title	Skills	Workplace
Market researcher	understand data	
Videographer	be independent	
Bioengineer	be good with hands	
Event planner	work well with people	

F. CREATE **In pairs, add more examples to the second and third columns. Tell the class your ideas.**

G. EXTEND **Look back at your Quick Write on page 9. Add new information you learned from the reading.**

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WORK WITH THE VIDEO

A. PREVIEW What are some interesting jobs?

VIDEO VOCABULARY

boring (adj.) not interesting

drone (n.) a small aircraft controlled by a person on the ground

film (n.) a movie

lava (n.) hot, liquid rock that comes out of a volcano

volcano (n.) a mountain with a hole in the top where fire and lava come out

The lava in volcanoes is dangerous.

iQ RESOURCES Go online to watch the video about an interesting job.
Resources › *Video* › *Unit 1* › *Unit Video*

B. CATEGORIZE Watch the video two or three times. Write *T* (true) or *F* (false) for each statement.

1. Sam is a videographer. ___
2. Sam travels for his job. ___
3. The volcano is too hot for a phone. ___
4. Sam has a boring job. ___
5. Sam works with a team. ___

C. DISCUSS Discuss the question with a group.

Does Sam have a good job? Why or why not?

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WRITE WHAT YOU THINK

A. DISCUSS Discuss the question in a group. Look back at your Quick Write on page 9 as you think about what you learned.

The people in Reading 2 talked about why they enjoy their work. What do you enjoy?

- ☐ a quiet workplace
- ☐ a fun workplace
- ☐ to work with a team
- ☐ to work with many different people
- ☐ to work alone
- ☐ to think about big ideas
- ☐ to think about details
- ☐ to research
- ☐ flexible hours
- ☐ routine work

WRITING TIP
Every sentence needs a subject and a verb. The subject is who or what the sentence is about. The verb tells what the subject does or what the subject thinks, feels, or is.

B. SYNTHESIZE Think about Reading 1, Reading 2, and the unit video as you discuss the questions. Then choose one question and write a response.

1. Which job from Reading 1, Reading 2, or the unit video do you want to have? Why?

I want to be a(n) _____.

Reason: _____

_____

_____

2. Which job from Reading 1, Reading 2, or the unit video do you NOT want to have? Why not?

I do not want to be a(n) _____.

Reason: _____

_____

_____

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VOCABULARY SKILL Word forms

Some words are both **nouns** and **verbs**. They look the same, but they work differently in a sentence. A noun refers to a person, place, object, or idea. A verb refers to an action. Learning to use the same word in different forms helps build your vocabulary.

Word	Noun	Verb
film	They are watching a new **film.**	He **films** animals with his phone.
match	This job is a **match** for you.	My skills and interests **match** my career.
plan	His **plan** is to go on vacation next month.	I **plan** activities for people in my office.
research	They are doing important **research.**	I **research** new medicines at work.
result	The **result** of his hard work is a good website.	Hard work **results** in success.
work	There are many kinds of **work.**	I **work** in a large hospital.

A. CATEGORIZE Is the bold word a noun or a verb? Check (✓) *Noun* or *Verb*.

	Noun	Verb
1. A doctor's **work** is never done.	☐	☐
2. A good career for you **matches** your skills.	☐	☐
3. A carpenter sees the **results** of his work every day.	☐	☐
4. What is your **plan** for your career?	☐	☐
5. They **research** volcanoes.	☐	☐
6. Some actors **film** their own movies.	☐	☐

B. CATEGORIZE Read the paragraph. Write *N* (noun) or *V* (verb) above each bold word.

I am a pilot. I like my **work**[1]. I need to be very careful. The **result**[2] of bad decisions is sometimes terrible. My job is difficult, but the company **pays**[3] me very well. My job is also fun. I **travel**[4] all over the world.

iQ PRACTICE Go online for more practice with word forms.
Practice › Unit 1 › Activity 9

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WRITING

OBJECTIVE ▶ At the end of this unit, you will write a few sentences about a job that is right for you. Your sentences will include specific information from the readings and your own ideas.

WRITING SKILL Writing a main idea and supporting sentences

A **main idea** is the big idea. For example:	My work is interesting.
Supporting sentences give more information about the main idea. For example:	I meet new people. I learn about new products.
Supporting sentences give details about the main idea. Be sure the supporting sentences connect to the main idea. For example:	Main idea: Construction workers need to be strong. They work with big machines. They lift heavy things. They wear warm clothes. [NOT a supporting sentence]

A. IDENTIFY Match the supporting sentences to each main idea.

Sometimes they stay in hotels.
~~They answer customers' questions.~~
They explain why you need to buy something.
They make new computer programs.
They think of new solutions to old problems.
They travel long distances.

1. Main idea: Salespeople need to speak English well.

   Supporting sentence: They answer customers' questions.

   Supporting sentence: _____

2. Main idea: Pilots are away from home many days a year.

   Supporting sentence: _____

   Supporting sentence: _____

3. Main idea: Software developers are creative people.

   Supporting sentence: _____

   Supporting sentence: _____

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B. EVALUATE Cross out the one sentence that does not support the main idea.

1. Medical secretaries have many job duties.
   a. They answer the phone.
   b. They talk to patients about their records.
   c. They like science and technology.
   d. They schedule patients to see the doctor.
2. Accountants have many skills.
   a. They are good with numbers.
   b. They are well paid.
   c. They follow directions carefully.
   d. They are good with details.
3. Chefs work in many different types of kitchens.
   a. Some chefs work in hospital kitchens.
   b. Others work in restaurants or hotels.
   c. Some eat at home in their kitchens.
   d. Some cook in university or school kitchens.
4. Lawyers need many skills.
   a. They need to read, write, and speak very well.
   b. They need to work long hours.
   c. They need to make decisions quickly.
   d. They need to solve problems.

ACADEMIC LANGUAGE
The corpus shows that ***different types of*** is often used in academic writing.

OPAL
Oxford Phrasal Academic Lexicon

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C. WRITING MODEL Underline the main idea in each model paragraph. Write *SS* at the beginning of each supporting sentence. Cross out the sentence that does not support the main idea.

1. Nurses have many job responsibilities. ___ They work with a team of doctors and other nurses. ___ They treat patients who are sick. ___ They give patients medicine. ___ They make sure patients are comfortable. ___ Their work is very important.

2. I want to be a nurse. ___ I like to help people. ___ I work well with a team. ___ I like to solve problems. ___ Nurses need to be kind. ___ I want to make a difference in people's lives.

TIP FOR SUCCESS
Remember to capitalize the first word in each sentence and end each sentence with a period.

D. COMPOSE Choose a sentence you wrote in your Quick Write on page 4. Copy the sentence. Then write three supporting sentences. For example:

Main idea: I like to travel.

Supporting sentences: I like to learn about new places.
I like to meet new people.
I like to try new foods.

iQ PRACTICE Go online for more practice with main ideas and supporting sentences. *Practice › Unit 1 › Activity 10*

GRAMMAR Verbs + infinitives (*like, want,* and *need*)

Like, *want*, and *need* are often followed by a noun phrase or an infinitive (*to* + base form of the verb)

Noun phrase	Infinitive
I like **my team.**	I like **to help** people.
I want **a career.**	I want **to be** a doctor.
I need **a good job.**	I need **to work.**

iQ RESOURCES Go online to watch the Grammar Skill Video.
Resources › Video › Unit 1 › Grammar Skill Video

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A. IDENTIFY Circle the infinitives and underline the nouns or noun phrases after the verbs *like*, *want*, and *need*.

1. I want to be a chef in a restaurant. I like to work with people. I like good food. I don't want to work in an office.
2. I want to be an accountant. I like to solve problems in math. I like details. I need good pay.
3. I want to be a fashion designer. I like clothes. I want to do creative work.
4. I want to be a nurse. I like the schedule. I like to take care of people. I want to use my science skills.

B. COMPOSE Complete each sentence with your own ideas about jobs. Use a noun phrase or an infinitive with each verb.

1. I like _____.
2. I like _____.
3. I don't like _____.
4. I don't like _____.
5. I want _____.
6. I don't want _____.
7. I need _____.
8. I don't need _____.

iQ PRACTICE Go online for more practice with verbs and infinitives.
Practice › Unit 1 › Activity 11

iQ PRACTICE Go online for the Grammar Expansion: *can* and *cannot*.
Practice › Unit 1 › Activity 12

UNIT ASSIGNMENT

OBJECTIVE ▸ **Write about a job that's right for you**

In this assignment, you are going to write about a job you want. Describe the job responsibilities. Explain why the job is right for you. As you prepare to write, think about the Unit Question, "What is a good job?" Use information from Reading 1, Reading 2, the unit video, and your work in this unit to support your sentences. Refer to the Self-Assessment checklist on page 22.

iQ PRACTICE Go online to the Writing Tutor to read a model job description.
Practice › Unit 1 › Activity 13

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PLAN AND WRITE

TIP FOR SUCCESS
You can learn about the duties of many jobs on the Internet. Search for *job duties* or *job description*.

A. BRAINSTORM Complete the activities.

1. List three interesting jobs. Then write three job responsibilities for each.

Job 1: _____

_____

Responsibility: _____

_____

Responsibility: _____

_____

Responsibility: _____

_____

Job 2: _____

_____

Responsibility: _____

_____

Responsibility: _____

_____

Responsibility: _____

_____

Job 3: _____

_____

Responsibility: _____

_____

Responsibility: _____

_____

Responsibility: _____

_____

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2. What's important for you in a job? Check (✓) the things that are important. Add two more ideas to the list.

- ☐ good pay
- ☐ to help people
- ☐ to travel
- ☐ to work with different people
- ☐ to work outside
- ☐ to work with numbers
- ☐ _____
- ☐ flexible hours
- ☐ to see the results of my work
- ☐ to work alone
- ☐ to work in an office
- ☐ to work with details
- ☐ to work with my hands
- ☐ _____

B. PLAN Choose a job from your list in Activity A. Answer the questions.

1. What is a good job for you?

   I want to be a(n) _____.

2. What are the duties of this job? Write the job and three job responsibilities.

   A(n) _____ has three main responsibilities.

   Responsibility 1: _____.

   Responsibility 2: _____.

   Responsibility 3: _____.

3. Why is it a good job for you? Write three reasons.

   I like _____.

   I want _____.

   I need _____.

iQ RESOURCES Go online to download and complete the outline for your job description. ***Resources > Writing Tools > Unit 1 > Outline***

C. WRITE Use your planning notes from Activity B to write sentences about a job you want.

1. Make sure you have a main idea. Use supporting sentences to give more information about your main idea.
2. Look at the Self-Assessment checklist on page 22 to guide your writing.

iQ PRACTICE Go online to the Writing Tutor to write your assignment. ***Practice > Unit 1 > Activity 14***

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REVISE AND EDIT

iQ RESOURCES Go online to download the peer review worksheet.
Resources › Writing Tools › Unit 1 › Peer Review Worksheet

A. PEER REVIEW Read your partner's sentences. Then use the Peer Review worksheet. Discuss the review with your partner.

B. REWRITE Based on your partner's review, revise and rewrite your sentences.

C. EDIT Complete the Self-Assessment checklist as you prepare to write the final draft of your sentences. Be prepared to hand in your work or discuss it in class.

SELF-ASSESSMENT	Yes	No
Do you have a main idea?	☐	☐
Do the supporting sentences match the main idea?	☐	☐
Do you use the verbs *like*, *want*, and *need* correctly?	☐	☐
Does every sentence begin with a capital letter and end with a period?	☐	☐
Do your sentences include vocabulary from the unit?	☐	☐
Is the spelling correct? Check a dictionary if you are not sure.	☐	☐

D. REFLECT Discuss these questions with a partner or group.

1. What is something new you learned in this unit?
2. Look back at the Unit Question—What is a good job? Is your answer different now than when you started the unit? If yes, how is it different? Why?

iQ PRACTICE Go to the online discussion board to discuss the questions.
Practice › Unit 1 › Activity 15

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TRACK YOUR SUCCESS

iQ PRACTICE **Go online to check the words and phrases you have learned in this unit.** ***Practice* › *Unit 1* › *Activity 16***

Check (✓) the skills you learned. If you need more work on a skill, refer to the page(s) in parentheses.

READING ☐ I can preview a text. (p. 5)

CRITICAL THINKING ☐ I can classify information from a reading. (p. 12)

VOCABULARY ☐ I can recognize and use words that are both nouns and verbs. (p. 15)

WRITING ☐ I can write a main idea and supporting sentences. (p. 16)

GRAMMAR ☐ I can recognize and use verbs + infinitives (*like*, *want*, and *need*). (p. 18)

OBJECTIVE ▶ ☐ I can gather information and ideas to describe the job I want and explain why I think it is a good job for me.

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2 Cognitive Science

CRITICAL THINKING restating
READING skimming
VOCABULARY word roots
WRITING sentences with *but* and *so*
GRAMMAR simple past

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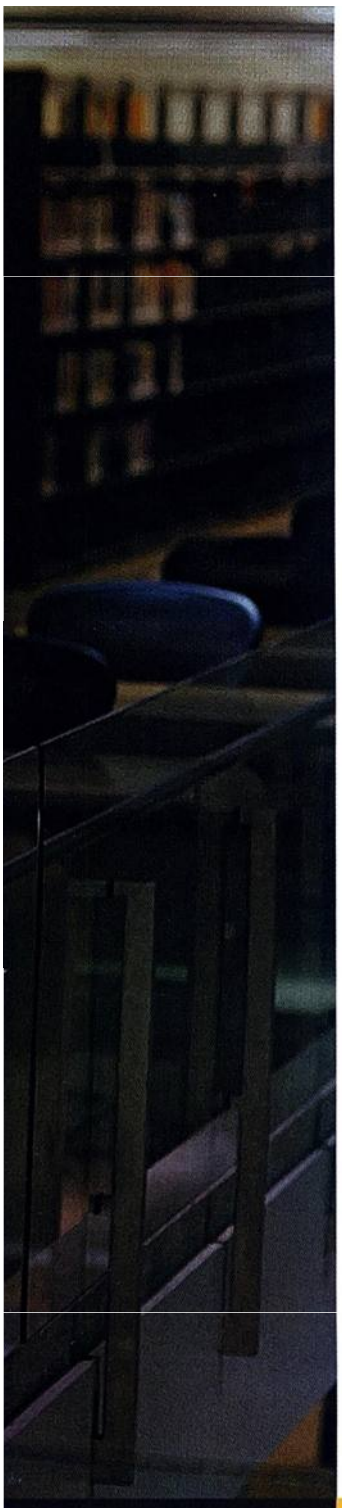

UNIT QUESTION

What is the best way to study?

A. Discuss these questions with your classmates.

1. Look at the photo. What is the person doing? Is this a good way to study?
2. How do you study?

B. Listen to *The Q Classroom* online. Match the students with the ways they like to study. Write the letter on the line.

___ 1. Yuna	a. studies a little bit at a time
___ 2. Felix	b. writes vocabulary words on cards
___ 3. Sophy	c. studies for a long time
___ 4. Marcus	d. studies in a quiet place

iQ PRACTICE Go to the online discussion board to discuss the Unit Question with your classmates. ***Practice > Unit 2 > Activity 1***

UNIT OBJECTIVE

Read the articles. Gather information and ideas to write about how you study.

READING 1 The Secret to Good Memory

OBJECTIVE ▶ You are going to read an article about the brain and learning. Use the article to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

A. VOCABULARY Here are some words from Reading 1. Read the sentences. Then write each underlined word next to the correct definition.

1. Your brain stores information in many different places.
2. The front area of your brain helps you make decisions.
3. The brain requires sleep. You cannot learn anything new without sleep.
4. When we learn, we connect new information to what we already know.
5. Children like to repeat the same stories, again and again. That is how they learn to read.
6. If you want to learn English, you need to practice it every day.

a. _____ *(verb)* to do something many times so you will do it well

b. _____ *(verb)* to say or do something again

c. _____ *(verb)* to keep something to use later

d. _____ *(verb)* to need something

e. _____ *(verb)* to bring together two different things

f. _____ *(noun)* a place or space

iQ PRACTICE Go online for more practice with the vocabulary.
Practice › Unit 2 › Activities 2–3

B. PREVIEW Read the title of the article and the title of the graph. Will this article talk more about memory or forgetting?

C. QUICK WRITE How do you study English? Write a list. Which is your best study tip? Remember to use this section for your Unit Assignment.

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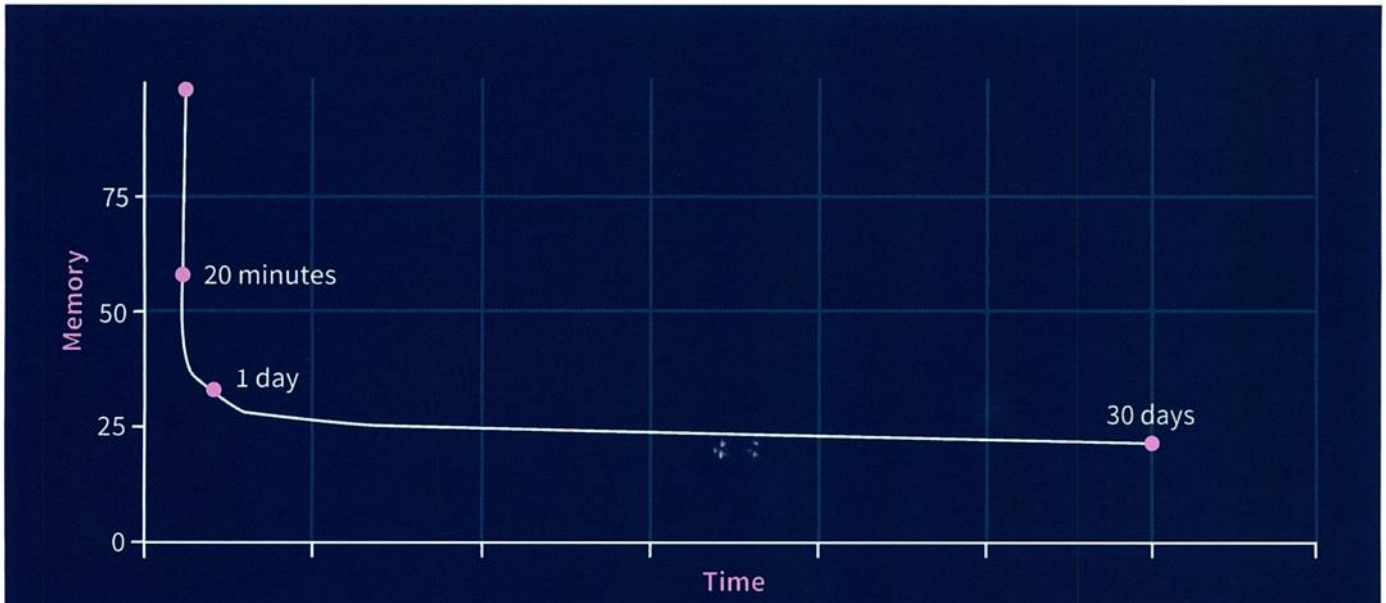
WORK WITH THE READING

A. INVESTIGATE Read the article and gather information about the best way to study.



The Forgetting Curve[1]

THE SECRET TO GOOD MEMORY

1 There is a saying in English, "In one ear and out the other." It means we hear something, and we forget it quickly. Is it true?

2 In 1895, a doctor named Hermann Ebbinghaus researched the question, "How quickly do people forget new information?" He found that people forget new information very quickly. Within an hour, a person forgets about 55%. Within 24 hours, a person forgets about 70%.

3 We do not forget all information that quickly. If you burn yourself on a kitchen stove, you will remember to be careful for a long time. That's because you were in danger. In the classroom, you are not in danger. In the classroom, it is easy to forget your learning.

4 How can you remember more? You need to **repeat** what you learned many times. Repetition is the secret. Language teachers say it takes at least 20 different repetitions to learn a word in a different language! This does not mean 20 repetitions in one hour. Learning **requires** repetition over days, weeks, and months.

5 Why not 20 repetitions in an hour? When you repeat the same information again and again, the information stays in your short-term memory[2]. The information is easy to find, but it does not stay in short-term memory for long.

[1] **curve:** a line in a graph

[2] **short-term memory:** the type of memory that stores information temporarily, e.g., while repeating a phone number

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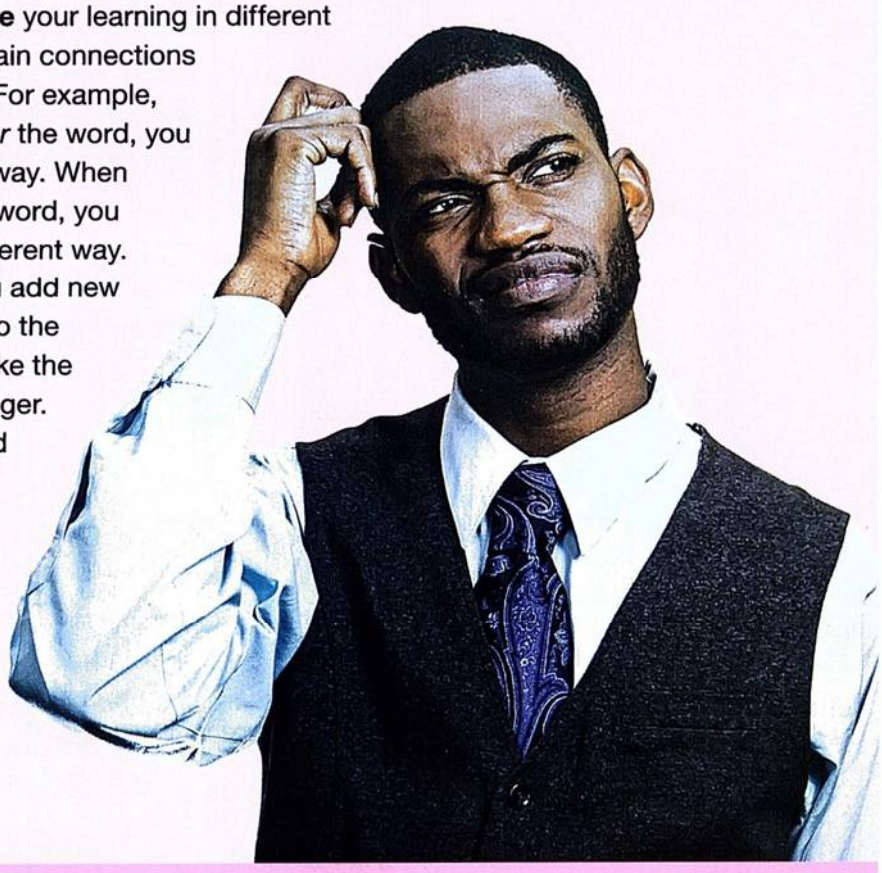
6 When you stop thinking about the new information, your brain moves it from your short-term memory into your long-term memory[3]. It breaks the information into smaller parts. It **stores** the information in different **areas** of your brain. For example, when you learn a new word in English, you learn its spelling, pronunciation, and meaning. This information is stored in different areas of your brain.

7 Do you ever see a word and say, "I know it, but I can't say it!" That's because you can find some of the information, but you can't find all of it. You remember something about the word, but not enough to put it together. When you truly remember the word, you **connect** all its different parts. Every time you think about the word, those connections get stronger. With every repetition, you can find the information faster.

8 Repetition is the secret to good memory, but it does not mean repeating the same thing, the same way every time. If you **practice** your learning in different ways, your brain connections get stronger. For example, when you *hear* the word, you connect one way. When you *write* the word, you connect a different way. Each time you add new connections to the word, you make the memory stronger. Repetition and practice are the keys to remembering what you learn.



[3] **long-term memory:** the type of memory that stores information for a long period of time

B. IDENTIFY Circle the main idea of the article.

1. It takes 20 repetitions to learn a new word.
2. The brain makes many connections.
3. Repetition is the secret to good memory.
4. It is easy to forget classroom learning.

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CRITICAL THINKING STRATEGY

Restating

To **restate** is to say or write information from the reading in your own words. You can restate one sentence or many sentences. Try not to use the exact same words as in the reading. Restating is a good way to test how well you understand the reading.

Statement	Restatement
"Learning requires repetition over days, weeks, and months."	You need to repeat what you learn for a long time.
"We do not forget all information that quickly. If you burn yourself on a kitchen stove, you will remember to be careful for a long time. That's because you were in danger."	We remember things we learn from danger.

iQ PRACTICE **Go online to watch the Critical Thinking Video and check your comprehension.** ***Practice > Unit 2 > Activity 4***

C. IDENTIFY Read the restatements. Which paragraph do they restate?

___ a. People forget more than half of what they hear in an hour.

___ b. Humans store information in different areas of the brain.

___ c. We quickly lose information in short-term memory.

___ d. Learning takes time.

___ e. The brain remembers danger.

___ f. It's best to practice in several ways.

___ g. Memory is about connecting different bits of information.

___ h. People need to repeat new learning to remember it.

___ i. Thinking about words makes the memory of the words stronger.

D. RESTATE What does paragraph 1 tell you about forgetting? Complete the sentence.

People forget _____.

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WRITE WHAT YOU THINK

A. IDENTIFY Think about the Unit Question, "What is the best way to study?" According to the article, which of the following are good ways to study English? Write the paragraph number where the information is found.

- ☐ 1. Practice your vocabulary a little bit every day. ___
- ☐ 2. Repeat a new word again and again for 15 minutes. ___
- ☐ 3. Listen and read the text at the same time. ___
- ☐ 4. Practice spelling, speaking, and writing new words in sentences. ___
- ☐ 5. Do all the online activities at the same time. ___
- ☐ 6. Write the answers to exercises on a separate piece of paper, so you can do the exercises more than one time. ___

B. EXPLAIN Choose one of the ways to study from Activity A. Explain why it is a good way to study. Use information from the article. Look back at your Quick Write on page 26 as you think about what you learned.

A good way to study: _____

Why it is a good way to study: _____

READING 2 The Brain and Technology

OBJECTIVE ▶ You are going to read an article about the brain and technology. Use the article to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

A. VOCABULARY Here are some words from Reading 2. Read their definitions. Then complete each sentence.

attention *(noun)* 🔑 looking or listening carefully
focus *(verb)* 🔑 OPAL to give all your attention to something
human *(noun)* 🔑 OPAL a person, not an animal or a machine
interrupt *(verb)* 🔑 to stop someone or something from doing something
several *(adjective)* 🔑 more than two but not many
task *(noun)* 🔑 OPAL an activity or piece of work you must do
technology *(noun)* 🔑 OPAL new equipment like cell phones and computers

🔑 Oxford 3000™ keywords OPAL Oxford Phrasal Academic Lexicon

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1. There are many differences between a _____ and a computer.
2. Many people need quiet to be able to _____.
3. Businesses want you to look at their ads. They want your _____.
4. I'm sorry to _____ your conversation. I have a quick question.
5. Writing a paragraph in English is a difficult _____.
6. There are _____ ways to use a phone to learn more English.
7. Computers, the Internet, and smartphones are all examples of _____.

iQ PRACTICE Go online for more practice with the vocabulary.
Practice › Unit 2 › Activities 5–6

READING SKILL Skimming

Good readers first preview an article (look at the title, headings, pictures, and captions) to get a general idea of what the article is about. Then they skim the article. **Skimming** is reading a text very quickly to get some basic information from it. After they skim the article, they read it slowly and carefully.

Here are some tips to help you skim an article:

- Do not read every word.
- Focus on the first sentences of the paragraphs. Often important ideas are at the beginning of a paragraph.
- Look for keywords. These words are repeated often.
- Do not look up any new vocabulary.
- As you read, ask yourself, "What is this about?"

B. PREVIEW Skim the reading. What is it about? Circle the answer.

a. How technology changes the brain.
b. The best way to study with a phone.
c. What happens when the brain thinks about different things at the same time.
d. Why the brain thinks about different things at the same time.

iQ PRACTICE Go online for more practice with skimming.
Practice › Unit 2 › Activity 7

C. QUICK WRITE Can you do several things at the same time? Write a list of five things you can do at the same time.

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WORK WITH THE READING

A. INVESTIGATE Read the article and gather information about what the best way to study is.

THE BRAIN AND TECHNOLOGY

1 You are studying English. Your phone beeps. A friend texts you, "What are your plans tonight?" You text back, "No plans tonight." You turn back to your English book. You ask yourself, "Where was I?"[1]

2 Today's **technology** lets us do many different things at the same time. This is called *multitasking*. We walk and talk on the phone. We text and wait in line at a store. This kind of multitasking is easy. We are using different areas of the brain. But **humans** cannot write a text to a friend and study at the same time.

[1] **Where was I?:** idiom that means *What was I doing?*

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3 Why not? Cognitive[2] science says that humans can only think about one thing at a time. We can only do one cognitive **task** at a time. We can talk or we can read. We can listen or we can text a message.

4 When we try to think about two things at the same time, we are actually moving between the two different tasks. The brain only takes one second to move to a different task. Because it is quick, we believe we are thinking about different things at once.

5 The change in **attention** may be quick, but it takes a lot of brain energy. Every time we **focus** on a different task, the brain goes through four different steps to focus. If we go back and forth between tasks, the brain gets tired. And when we think about **several** different things, we use up even more brain energy.

6 Multitasking does not only tire the brain. It results in more mistakes. One study found that people who try to do two thinking tasks at the same time make nearly three times as many mistakes. Why is that?

ACADEMIC LANGUAGE
Academic articles often refer to research. ***In this study*** is one way to introduce research.

OPAL
Oxford Phrasal Academic Lexicon

7 Learning new information requires focus. When we try to multitask, we do not give our full attention. The brain takes in less information. Multitasking **interrupts** the brain as it builds memories. One research study looked at the brains of multitasking students. In this study, students watched TV and studied new information at the same time. The study found that multitasking brains stored the new information in the wrong area of the brain.

8 Over time, multitasking changes our brains. One study looked at how well people focus attention. In this study, they tested two groups: people who multitask online and people who do not. The multitaskers had a hard time staying focused on a task. They were easy to interrupt. They also paid more attention to unimportant information.

9 The next time you are studying and your phone beeps, tell yourself, "Right now I am studying." Don't pick up your phone. You will learn better.

[2] **cognitive:** having to do with thinking

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B. IDENTIFY What is the main idea?

- ☐ a. People multitask more with technology.
- ☐ b. People can multitask.
- ☐ c. Multitasking is bad for learning.
- ☐ d. Multitasking uses a lot of brain energy.

C. IDENTIFY Read the restatements. Which paragraph do they restate?

___ a. People cannot think about two different things at the same time.

___ b. People can do two different activities at the same time.

___ c. When people try to do two thinking tasks at the same time, they make more mistakes.

___ d. It takes a lot of energy for the brain to change focus.

___ e. People who multitask a lot have a hard time focusing attention.

___ f. People need to pay attention to learn something new.

___ g. When we try to think about two different things at the same time, we move back and forth between the two tasks.

TIP FOR SUCCESS
Go back to the text to find information that supports your answers.

D. INTERPRET Think about the Unit Question, What is the best way to study? According to the article, which of the following are good ways to study English?

- ☐ 1. Turn off your phone when you study.
- ☐ 2. Talk to your friend while you watch the Q video.
- ☐ 3. Watch English TV when you do your homework.
- ☐ 4. Finish one exercise before you begin a new one.
- ☐ 5. When you study English, text your friends in English.
- ☐ 6. Study in a place where people will not interrupt you.

E. EXTEND Discuss the question in a group.

When students study online, they have more interruptions. How can you focus when you are studying on your computer?

iQ PRACTICE Go online for additional reading and comprehension.
Practice › Unit 2 › Activity 8

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WORK WITH THE VIDEO

VIDEO VOCABULARY

bound (adj.) tied

change your mind (v. phr.) change what you think

network (n.) a closely connected system of cells or computers

neuron (n.) cells in the brain

A. PREVIEW What happens inside the brain when you learn something new?

iQ RESOURCES Go online to watch the video about how we learn.
Resources › Video › Unit 2 › Unit Video

B. APPLY Watch the video two or three times. Complete the sentences with the words in the box.

brains	connections	network	neurons	break	lose	practice

1. Our _____ have about 100 billion neurons.
2. Each neuron can make up to 10,000 _____.
3. Our _____ make new connections when we learn something new.
4. Connections get stronger when we _____ something.
5. These connections make a _____ of neurons.
6. Neurons can make or _____ their connections.
7. We _____ connections we don't use.

C. EXPLAIN Discuss the questions.

1. The video says the human brain is like New York City. People are the neurons. All day they communicate with each other. The more they communicate, the stronger their network. What is another way to explain the human brain?
2. The video says you can change your mind at any age. How is that possible?

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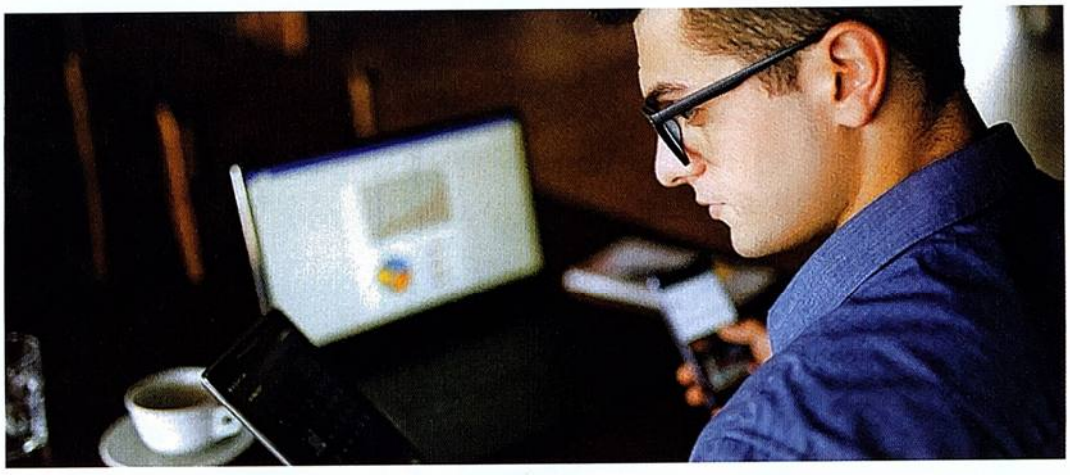
WRITE WHAT YOU THINK

A. SYNTHESIZE Check (✓) where you learned this information.

	Reading 1	Reading 2	Video
1. Learning requires focus and attention.			
2. Learning requires a lot of repetition.			
3. Learning requires practice over weeks, months, and years.			
4. Learning happens when a person makes a new connection between neurons in the brain.			
5. People forget things they do not practice.			

B. EXPLAIN Think about Reading 1, Reading 2, and the unit video as you discuss these questions. Then choose one question and write a response.

1. What is better for your brain: study a little bit every day or study a lot at one time? Why?
2. What is better for your brain: do one thing at a time or many different things at once? Why?



VOCABULARY SKILL Word roots

The **root** of a word is the part of a word with the basic meaning.

memory **remember** **memorize** **memorial**

The root is *mem*, which means "memory." The meaning of each of the words relates to this basic meaning. Learning word roots can help you understand new words.

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A. ANALYZE These words from the readings have word roots (in bold). Match each word root with its definition.

cognitive	**con**nect	**inter**rupt	**multi**task	**techn**ology

Word Roots	Definitions
___ 1. con	a. with, together
___ 2. multi	b. thinking or knowing
___ 3. techn	c. skill
___ 4. cogn	d. between
___ 5. inter	e. many

B. ANALYZE Here are more words with the same roots. Match each word with its definition.

Words	Definitions
___ 1. multinational	a. in many different countries
___ 2. technique	b. the time between two events
___ 3. recognize	c. a special way to do something
___ 4. contact	d. to write or speak with someone
___ 5. interval	e. to know again

iQ PRACTICE Go online for more practice with words roots.
Practice › Unit 2 › Activity 9

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WRITING

OBJECTIVE ▶ At the end of this unit, you will write about how you study. Your writing will include specific information from the readings and your own ideas.

WRITING SKILL Writing sentences with *but* and *so*

You can connect two simple sentences with *but* to give opposite or different information. Use a comma before *but*.

The first time is difficult, **but** it gets easier.

The homework was hard, **but** the students did well.

You can connect two simple sentences with *so* when the second sentence is a result of the first sentence. Use a comma before *so*.

The teachers ask questions, **so** students speak more in class.

The students studied new words every day, **so** they remembered them better.

iQ RESOURCES **Go online to watch the Writing Skill Video.**
Resources* › *Video* › *Unit 2* › *Writing Skill Video

A. APPLY Complete each sentence with *but* or *so*.

1. I heard the word many times, _____ I didn't understand it.
2. I practiced the word many times, _____ I learned it.
3. In the past, I studied all night before a test, _____ now I plan to study a little bit every day.
4. I need to practice my pronunciation, _____ I don't like to talk in class.
5. I want to learn more vocabulary, _____ I look at my flashcards every night.
6. My family always interrupted me when I studied, _____ I put a sign on my door that says, "No interruptions! I'm studying!"

B. APPLY Read the sentences. Connect them with *but* or *so*. Remember to use commas.

1. I studied on the weekend. I passed the test.

   _____.

2. I like to be on my phone all the time. I need to focus more on my homework.

   _____.

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3. The test was very easy. Many of the students got high marks.

_____.

4. It is hard for me to focus. I need to study in a quiet place.

_____.

5. I thought I had a bad memory. Now I know I need to practice more.

_____.

6. We forget things we don't practice. Sometimes I practice my old tests.

_____.

C. COMPOSE Complete the sentences. Use information about yourself.

1. I want to learn English, so I _____.
2. I want to learn English, but I _____.

iQ PRACTICE Go online for more practice with writing sentences with *but* and *so*. *Practice* › *Unit 2* › *Activity 10*

GRAMMAR Simple past with regular and irregular verbs

Regular verbs

Use the simple past to talk about actions that happened in the past.

- To form the simple past of regular verbs, add *-ed* to the base form of the verb.
  The student learn**ed** English in school.
- For verbs ending in *e*, just add *-d*.
  The school require**d** a lot of work.
- For verbs ending in *y*, drop the *y* and add *-ied*.
  He studi**ed** English every night for years.

Irregular verbs

Past of *be*

The verb *be* is irregular in the simple past. It has two forms: *was* and *were*. Use *was* with *I*, *he*, *she*, and *it*. Use *were* with *we*, *you*, and *they*.

I **was** a good student.
She **was** in English class.
He **was** on his phone.
It **was** a good way to study.

You **were** in the library.
We **were** at school.
They **were** online.

› continued on page 40

Here are some common irregular verbs with their simple past forms.

come	**came**	make	**made**
do	**did**	read	**read**
get	**got**	say	**said**
go	**went**	speak	**spoke**
have	**had**	take	**took**
know	**knew**	write	**wrote**

Negative forms of the simple past

To form a negative statement, use *did* + *not* (or *didn't*) + base form of the verb.

I answered most of the questions. I **didn't answer** all of them.

I studied the vocabulary. I **didn't study** the grammar.

I took the test after school. I **didn't take** the test with the class.

A. IDENTIFY Circle all the simple past verbs. There are 14 in the paragraph. Which verbs are irregular?

Aisha studied a lot for a test, but she didn't do well. She didn't remember much. She asked her teacher for help. Her teacher showed Aisha a good study technique. The teacher opened a book. Aisha studied the lesson. The teacher closed the book. She asked Aisha, "What do you remember?" Aisha wrote down everything she remembered. The teacher opened the book and Aisha checked her work. That day, Aisha learned how to self-test. She practices every day. Now she does very well on her tests.

B. APPLY Complete each sentence with the simple past form of the verb in parentheses.

1. A group of researchers _____ a study on memory. (do)
2. They _____ something to a class of students. (explain)
3. All the students _____ notes. (write)
4. After the class, Group A _____ their notes. (study)
5. Group B went to another room, but they _____ their notes. (not/have)
6. Instead, they wrote down everything they _____ from the class. (remember)
7. Then all the students _____ a test. (take)
8. Who remembered more? Group B. Why? Because Group B _____ to think harder. (have)

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9. They _____ the information in their memory. They put it back together on paper. (connect)

10. Group A only looked at their notes. They _____ their memory. (not/use)

iQ PRACTICE **Go online for more practice with the simple past.**
Practice › Unit 2 › Activity 11

iQ PRACTICE **Go online for the Grammar Expansion: Questions in simple past.**
Practice › Unit 2 › Activity 12

UNIT ASSIGNMENT

Write about how you study

OBJECTIVE ▶

In this assignment, you are going to write sentences about how you studied before you learned about the brain and how you plan to study now. As you prepare to write, think about the Unit Question, "What is the best way to study?" Use information from Reading 1, Reading 2, the unit video, and your work in this unit to support your sentences. Refer to the Self-Assessment checklist on page 42.

iQ PRACTICE **Go online to the Writing Tutor to read model sentences.**
Practice › Unit 2 › Activity 13

PLAN AND WRITE

A. BRAINSTORM **Complete the activities.**

1. Look back at your Quick Writes. What are ways you studied in the past? Make a list.
2. Talk about your list with a partner. Put a star (★) next to the study activities you want to continue. Put an X next to the ones you want to change.

B. PLAN **Complete the chart.**

In the past	Now I plan to
I studied a lot before a test.	study a little every day.

iQ RESOURCES **Go online to download and complete the outline for your sentences.** ***Resources › Writing Tools › Unit 2 › Outline***

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C. WRITE Use your planning notes from Activity B to write your sentences.

1. Use your information from Activities A and B. Connect the sentences with *but*.
2. Look at the Self-Assessment checklist to guide your writing.

iQ PRACTICE Go online to the Writing Tutor to write your assignment.
Practice > Unit 2 > Activity 14

REVISE AND EDIT

iQ RESOURCES Go online to download the peer review worksheet.
Resources > Writing Tools > Unit 2 > Peer Review Worksheet

A. PEER REVIEW Read your partner's sentences. Then use the peer review worksheet. Discuss the review with your partner.

B. REWRITE Based on your partner's review, revise and rewrite your sentences.

C. EDIT Complete the Self-Assessment checklist as you prepare to write the final draft of your paragraph. Be prepared to hand in your work or discuss it in class.

SELF-ASSESSMENT	Yes	No
Do your sentences include vocabulary from the unit?	☐	☐
Do you connect two sentences with *but*?	☐	☐
Do you connect two sentences with *so*?	☐	☐
Do you use the simple past correctly?	☐	☐
Does every sentence begin with a capital letter and end with a period?	☐	☐
Is the spelling correct? Check a dictionary if you are not sure.	☐	☐

D. REFLECT Discuss these questions with a partner or group.

1. What is something new you learned in this unit?
2. Look back at the Unit Question—What is the best way to study? Is your answer different now than it was when you started the unit? If yes, how is it different? Why?

iQ PRACTICE Go to the online discussion board to discuss the questions.
Practice > Unit 2 > Activity 15

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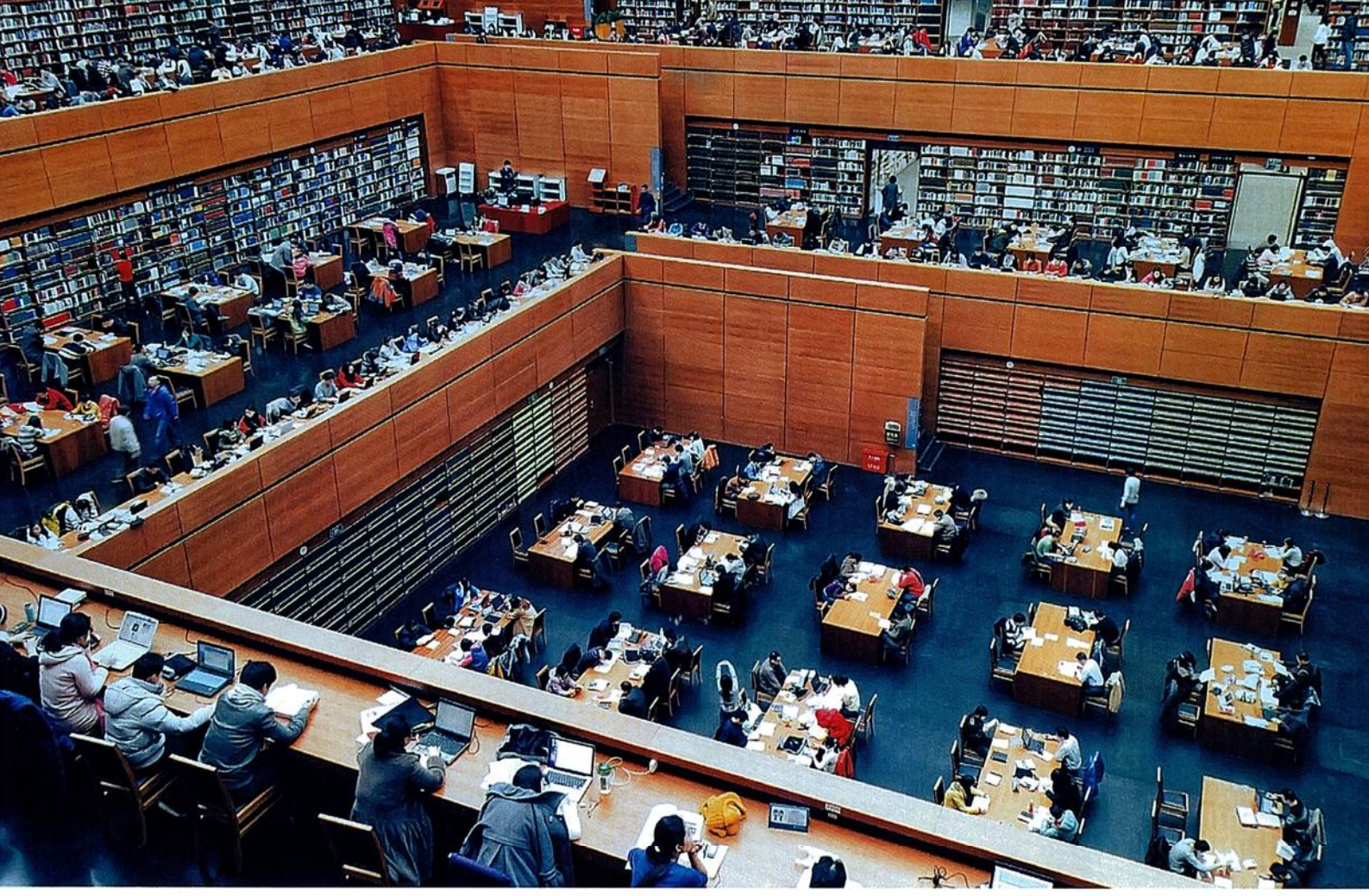

TRACK YOUR SUCCESS

iQ PRACTICE **Go online to check the words and phrases you have learned in this unit.** ***Practice* › *Unit 2* › *Activity 16***

Check (✓) the skills and strategies you learned. If you need more work on a skill, refer to the page(s) in parentheses.

CRITICAL THINKING	☐ I can restate what I read. (p. 29)
READING	☐ I can skim a text. (p. 31)
VOCABULARY	☐ I can recognize word roots. (p. 36)
WRITING	☐ I can connect sentences with *but* and *so*. (p. 38)
GRAMMAR	☐ I can recognize and use the simple past. (pp. 39–40)
OBJECTIVE ▶	☐ I can gather information and ideas to write about how I study.

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3 Sociology

CRITICAL THINKING	identifying pros and cons
READING	reading charts, graphs, and tables
VOCABULARY	modifying nouns
WRITING	using correct paragraph structure
GRAMMAR	sentences with *because*

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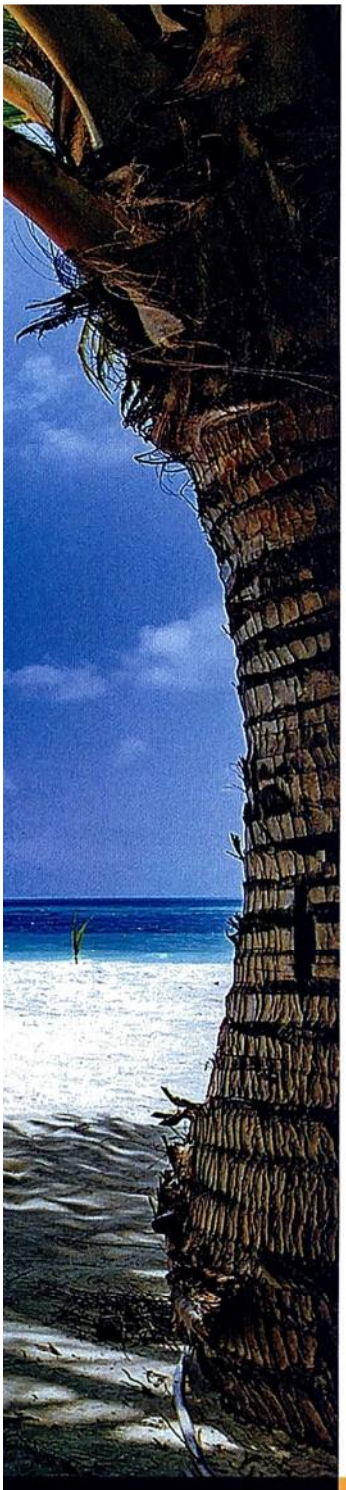

UNIT QUESTION

Is vacation the best way to relax?

A. Discuss these questions with your classmates.

1. What do you do on vacation? Where do you go?
2. Look at the photo. Is this a vacation you would take? Why or why not?

B. Listen to *The Q Classroom* online. Then complete the chart.

Is vacation the best way to relax?		
Marcus	☐ Yes	☐ No
Sophy	☐ Yes	☐ No
Felix	☐ Yes	☐ No
Yuna	☐ Yes	☐ No

iQ PRACTICE **Go to the online discussion board to discuss the Unit Question with your classmates.** ***Practice > Unit 3 > Activity 1***

UNIT OBJECTIVE

Read the articles. Gather information and ideas to write a short paragraph about the best way to relax.

READING 1 Managing Life and Work

OBJECTIVE ▶ You are going to read a blog post about vacations. Use the blog post to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

A. VOCABULARY Here are some words from Reading 1. Read the sentences. Circle the answer that best matches the meaning of each underlined word.

1. People come back from vacation more relaxed. Vacations reduce stress.
   a. create b. lower
2. She has a good attitude about work. She believes work is important, but it is not everything.
   a. way of thinking b. way of reading
3. Exercise has many benefits. It feels good, and it keeps you healthy.
   a. bad results b. good results
4. When you travel, you can discover new ways to think and eat.
   a. forget about b. learn about
5. His trip to Turkey was a positive experience. He was happy he went.
   a. bad b. good
6. Successful employees work hard to improve.
   a. do better b. go on vacation
7. In Canada, employees work an average of 36 hours a week.
   a. usual amount b. a large amount
8. After a long vacation, workers are likely to be more creative.
   a. are probably b. are never

ACADEMIC LANGUAGE
The corpus shows that ***is/are likely to*** is often used in academic writing to show a cause.
. . . Stressed people are likely to have health problems.
. . . Exercise is likely to relax a person.
OPAL
Oxford Phrasal Academic Lexicon

iQ PRACTICE **Go online for more practice with the vocabulary.**
Practice > Unit 3 > Activities 2–3

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B. PREVIEW Look at the headings in the blog post and answer the questions.

1. What is the name of the blog? _____
2. Who wrote the blog post? _____
3. What is the title of this blog post? _____

C. QUICK WRITE What are the benefits of a short vacation? What are the benefits of a long vacation? Write a few sentences. Remember to use this section for your Unit Assignment.

TIP FOR SUCCESS
Underline the most important information in a reading text. After you read the text, study the parts you underlined. This helps you remember the information in the text.

WORK WITH THE READING

A. INVESTIGATE Read the blog post and gather information about the best way to relax.

Home Sign in

MANAGING LIFE AND WORK

News Advice Top tips Community Search

by Dr. Louise Sanders

Is a short vacation better than a long one?

1 We all know vacations are good for our health. Regular vacations **reduce** heart attacks in men and women. But which kind of vacation is better: one long vacation or several short ones?

2 Here is information from research studies. Read about the **benefits** of each kind of vacation. Then decide which kind of vacation is best for you.

THE BENEFITS OF A LONG VACATION

3 International travel has big benefits. For example, people who travel abroad[1] are more creative when they come home. When people visit other countries, they **discover** different ways people live. This results in more creative thinking and better problem-solving.

4 Some studies show that people do not sleep well until day two or three of their vacation. After day two or day three, they sleep well for the whole vacation. They also sleep well for one week after vacation. A long vacation means better sleep for more days.

[1] **abroad:** in or to another country or countries

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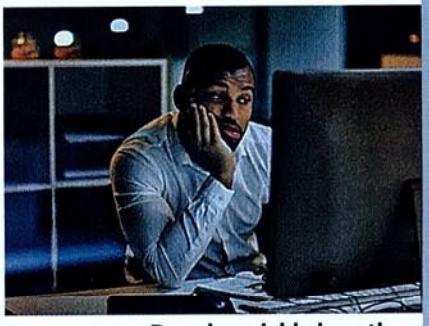
5 Traveling on vacation can be stressful. It takes time and money to travel. If you have a long vacation, you get more days of relaxation for your days of travel stress.

6 If there is a problem at work during your vacation, your coworkers are more likely to take care of the problem. They are not likely to wait for you. The result? You have less work when you come back.

THE BENEFITS OF SHORT VACATIONS



People quickly lose the benefits of vacation.

7 Studies discovered that people enjoy planning their vacation as much as they enjoy taking the vacation. If you plan four short vacations a year, you can experience the fun of planning four different times.

8 Many people do NOT call the office during a short vacation. People on long vacations **are more likely to** check email and worry about work. For example, France has the highest number of vacation days (an **average** of 30 days a year). It also has the highest number of people who check their work email (93%).

9 Vacations **improve** our **attitude** about our lives, our families, and ourselves. When we get back to work, we quickly forget all those **positive** feelings. Taking several short vacations a year helps you feel positive about your life more often.

10 We all have very busy lives. Family, school, and work schedules are full. It is difficult to find a whole week when everyone can go on vacation. A short vacation is easier to fit in to our busy schedules. The busier we are, the more important it is to connect with friends and family on vacation.

AVERAGE LENGTH OF SUMMER VACATIONS (2017)

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B. IDENTIFY What is the main idea of the blog? Check (✓) one.

- ☐ Short vacations are better than long vacations.
- ☐ Long vacations are better than short vacations.
- ☐ Short and long vacations have different benefits.
- ☐ All vacations have the same benefits.

CRITICAL THINKING STRATEGY

Identifying pros and cons

When you compare, it is helpful to list the *pros* (reasons for) and *cons* (reasons against) doing something.

Travel Abroad on Vacation

Pros	Cons
• I can discover new ways to do things.	• It takes too long.

iQ PRACTICE **Go online to watch the Critical Thinking Video and check your comprehension.** ***Practice > Unit 3 > Activity 4***

C. IDENTIFY Reread the article. List the pros and cons of each type of vacation. Compare your answers with the class.

Long vacations	
Pros	Cons
•	•
•	•
•	

Short vacations	
Pros	Cons
•	•
•	•
•	•

D. EVALUATE Look at all your pros and cons. Which reasons are most important to you? Put a star (★) next to the most important reason in each list.

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E. EXTEND Which do you prefer, long or short vacations? Why? Choose one reason from the article to support your answer.

_____

_____

_____

F. SYNTHESIZE Look back at your Quick Write on page 47. Add anything you learned about the benefits of taking short and long vacations.

iQ PRACTICE Go online for additional reading and comprehension.
Practice › Unit 3 › Activity 5

WRITE WHAT YOU THINK

A. EXTEND Discuss the questions in a group. Look back at your Quick Write on page 47 as you think about what you learned.

1. The blog post talks about the benefits of taking a vacation. What benefits do you hope for when you take a vacation? Circle three and discuss your choices.
   a. discover new places
   b. get better sleep
   c. connect with family and friends
   d. reduce heart attacks
   e. feel good about life
   f. get away from work or school
2. What is your idea of a great vacation? Where do you want to go? What do you want to do?

B. CREATE Choose one of the questions from Activity A and write a response.

Question: _____

My response: _____

_____

_____

_____

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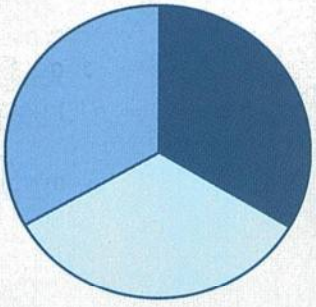
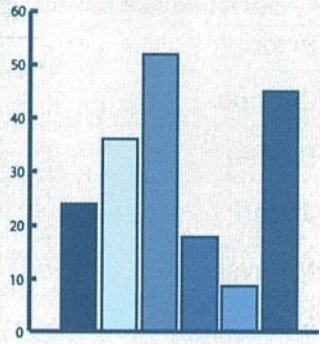
READING SKILL Reading charts, graphs, and tables

Many texts you read have **charts**, **graphs**, or **tables** in them. Charts, graphs, and tables are very useful because they give a lot of information in a small space. They also make it easier to understand a text.



a pie chart



a bar graph

	XXXXX	XXXXX
1		
2		
3		
4		

a table

It's important to look at charts, graphs, and tables when you *preview* and *skim* a text. Here are some tips.

- Read the title and headings to get the main idea.
- Look at the numbers. To find details, scan for only the numbers that you want to know about.

A. INTERPRET Look at the bar graph in Reading 1 on page 48. Answer the questions.

1. What is the title? _____
2. Who took the longest summer vacations? _____
3. How long was the average summer vacation for Americans?

   _____
4. How long was the average summer vacation for Brazilians?

   _____

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B. INTERPRET Read the table and answer the questions below.

Vacation days per year			
	Average number of vacation days employers give	Average number of vacation days employees take	Average number of vacation days employees do not use
Brazil	30	30	0
Canada	15	15	0
France	30	30	0
Japan	20	10	10
Malaysia	18	14	4
Mexico	14	12	2
United Kingdom	26	25	1
United States	15	12	3

1. What is the title of the table? _____
2. In which countries do people take the most vacation? _____ and _____
3. How many vacation days do employers give in Japan? _____
4. How many vacation days do people take in Japan? _____
5. How many vacation days do employers give in the United Kingdom? _____
6. How many days of vacation do employees take in the United Kingdom? _____

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C. INTERPRET Read the bar graph and answer the questions.

1. What is the title? _____
2. What is the number-one reason people do not take vacation?

   _____
3. How many people don't enjoy vacation? _____
4. How many people cannot take vacation at the same time as their family?

   _____

iQ PRACTICE **Go online for more practice reading charts, graphs, and tables.**
Practice › Unit 3 › Activity 6

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READING 2 Relaxing at Work

OBJECTIVE ▶ You are going to read an article about workplace stress and relaxation. Use the article to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

A. VOCABULARY Here are some words from Reading 2. Read the sentences. Then write each underlined word next to the correct definition.

1. With technology, workers produce more in less time. One person today does the same work as several people many years ago.
2. Businesses compete to be the best.
3. People who work from home can control their work schedules.
4. Weekends are not a time to work. They are a time to rest and be with family.
5. Vacation is the best solution for the problem of stress.
6. Some companies provide lunches for their employees.
7. I have difficulty working when I am hungry.

a. _____ *(verb)* to try to do something better than someone else

b. _____ *(verb)* to give something to someone who needs it

c. _____ *(verb)* to make something or to make something happen

d. _____ *(verb)* to make people or things do what you want

e. _____ *(verb)* to relax, sleep, or do nothing

f. _____ *(noun)* a problem; something that is not easy to do

g. _____ *(noun)* the answer to a question or problem

iQ PRACTICE Go online for more practice with the vocabulary.
Practice › Unit 3 › Activities 7–8

B. PREVIEW Look at the photo. What does *meditation* mean?

C. QUICK WRITE Why do you think companies want their employees to relax? Remember to use this section for your Unit Assignment.

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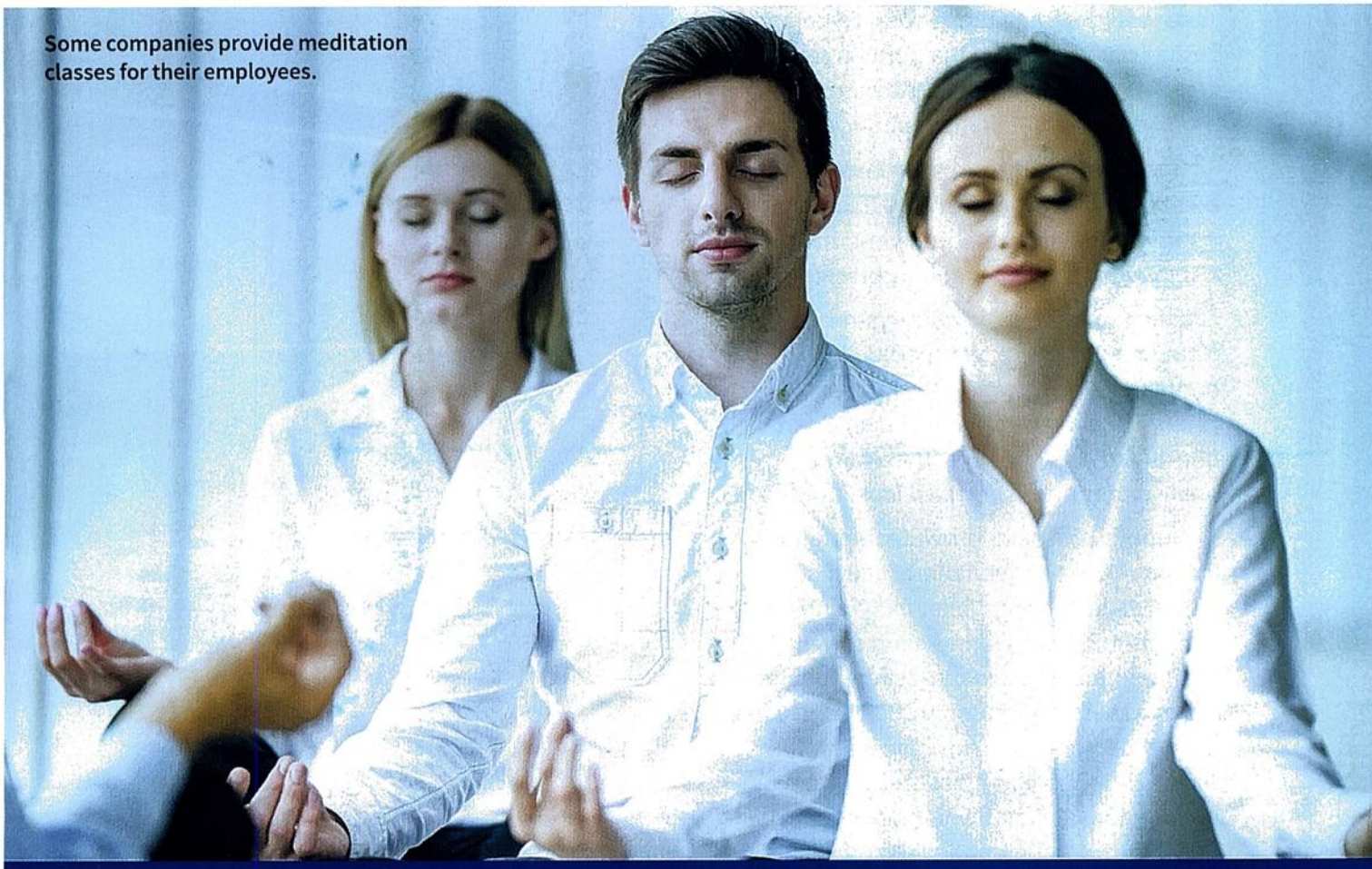
WORK WITH THE READING

A. INVESTIGATE Read the article and gather information about ways to deal with workplace stress.



Some companies provide meditation classes for their employees.

RELAXING AT WORK

1 Marcia begins her day with some exercise. Then she goes to a meditation class. Is she on vacation? No, she is at work! Many companies today want their employees to relax a little more at work.

THE PROBLEM

2 Today's workplace is more stressful than ever. The world is changing quickly. Companies **compete** to stay ahead. Job responsibilities change often. Workers do not **control** their work life. They have to be flexible and ready for change all the time. This creates stress.

3 And with technology, the workday never ends. People answer work emails and texts at home. Some even do work on their vacation! Employees have less time to **rest** and relax.

4 All this stress is expensive for businesses. Stressed employees have **difficulty** focusing. They have difficulty making decisions. Stressed employees are more likely to get sick and miss work. Stressed employees **produce** less.

5 Workplace stress also results in bad attitudes toward work. Stressed employees are more likely to quit their jobs. Finding and training new employees is very expensive.

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THE SOLUTIONS

6 Vacation is one way to reduce workplace stress. But most workers have only one to three weeks of vacation a year. What can businesses do to help their employees the other 49 weeks of a year? Many are finding creative ways to help their employees relax.

7 One popular **solution** is to **provide** an exercise room for employees. Exercise improves health of the body and the brain. It improves thinking, and it reduces stress.

8 Other companies provide game rooms. When employees play together, they connect in new ways. They get along better. They are more creative and better at problem-solving. They have a more positive attitude. They have less stress.

9 Some businesses provide meditation classes. What is meditation? It is closing your eyes and being quiet. It is focusing your attention on the here and now. It is "doing nothing." How can doing nothing make a business more productive? Studies show that meditation improves attention. People who meditate pay better attention to what they see and what they hear. One study showed that employees produced 20% more after taking a short online meditation class! (Aikens et al., 2014)

Some companies provide a game room for their employees.

10 So, maybe the next step to workplace success is not to work harder. Maybe we need to find ways to relax more at work!

References

Aikens, K.A., Astin, J., Pelletier, K.R., Levanovich, K., Baase, C.M., Park, Y.Y., & Bodnar, C.M., (2014). "Mindfulness Goes to Work: Impact of an Online Workplace Intervention." *Journal of Occupational and Environmental Medicine*, 56(7), 721–31.

B. IDENTIFY Write *P* (problem) and *S* (solution).

___ 1. Today's workplace is very stressful.

___ 2. Employee stress is not good for business.

___ 3. Employees learn to meditate.

___ 4. Employers give employees a game room.

___ 5. Employees exercise at work.

___ 6. Workers need to be ready for change all the time.

___ 7. Employees have less time to relax.

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C. EXPLAIN Write the letter of the answer that best completes each statement. Write the paragraph number where you found each answer.

1. Today, employees have less time to relax ___. Paragraph ___
2. Today, employees have to be flexible ___. Paragraph ___
3. Stressed workers produce less ___. Paragraph ___
4. Employers want employees to meditate ___. Paragraph ___

a. because it improves attention
b. because work responsibilities change often
c. because they text and email work from home
d. because it's hard to make decisions when stressed

D. CREATE Answer the questions. Use examples from the reading. Write the paragraph number where you found each example.

1. Why is today's workplace so stressful? List at least two reasons.

_____ ___

_____ ___

2. What are some of the problems caused by workplace stress? List at least two problems.

_____ ___

_____ ___

3. What are some ways to reduce employee stress? List three solutions.

_____ ___

_____ ___

_____ ___

E. SYNTHESIZE Look back at your Quick Write on page 54. Add any new ideas or information you learned from the reading.

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WORK WITH THE VIDEO

VIDEO VOCABULARY

rainforest (n.) a large natural area with trees in the tropics

rent (v.) to pay money for the use of something

tour guide (n.) a person who shows you around a new place

A. PREVIEW Where is Malaysia? What do people do on vacation in Malaysia?

iQ RESOURCES Go online to watch the video about vacationing in Malaysia.
Resources › *Video* › *Unit 3* › *Unit Video*

B. IDENTIFY Watch the video two or three times. Check which activities the video describes.

- ☐ rent a boat
- ☐ rent an apartment
- ☐ enjoy beaches
- ☐ swim
- ☐ walk in a rainforest
- ☐ see plants and animals
- ☐ go out to dinner at a restaurant

C. DISCUSS Which of the activities in Activity B are relaxing for you?

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WRITE WHAT YOU THINK

WRITING TIP
Remember to support your main idea with supporting sentences.

SYNTHESIZE Think about Reading 1, Reading 2, and the unit video as you discuss these questions. Then choose one question and write a response.

1. What is the best way to reduce workplace stress? Why? Some ideas include meditation classes at work, a game room at work, or an exercise room at work.
2. Do you think vacation is the best way to relax? Why or why not?

VOCABULARY SKILL Modifying nouns

In English a noun can modify another noun. The first noun describes the second noun. It acts like an adjective.

- vacation time = time on vacation / time for vacation
- work email = email from work

Knowing how to use **modifying nouns** correctly improves your vocabulary.

When a noun acts like an adjective, it cannot be plural.

- ✓ vacation time
- ✗ vacations time
- ✓ job stress
- ✗ jobs stress

A. APPLY Change each phrase into a modifying noun.

1. guide on a tour = tour guide
2. room to play games = _____
3. time for relaxation = _____
4. stress from school = _____
5. success in the workplace = _____
6. plans for vacation = _____
7. vacation in the summer = _____
8. quality of sleep = _____
9. time with family = _____
10. schedule for work = _____
11. class for meditation = _____
12. email from work = _____

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B. COMPOSE Order the words. Write a question.

1. reduce / How / do you / stress / school

   How do you reduce school stress?

2. get / How many / days / do you / vacation

   _____?

3. your / What / vacation / do you / on / summer / do

   _____?

4. your / What are / vacation / this year / plans

   _____?

5. How often / from home / your / do you / check / email / work

   _____?

6. stress / What / problems / health / result from /

   _____?

7. school / What / are / responsibilities / your /

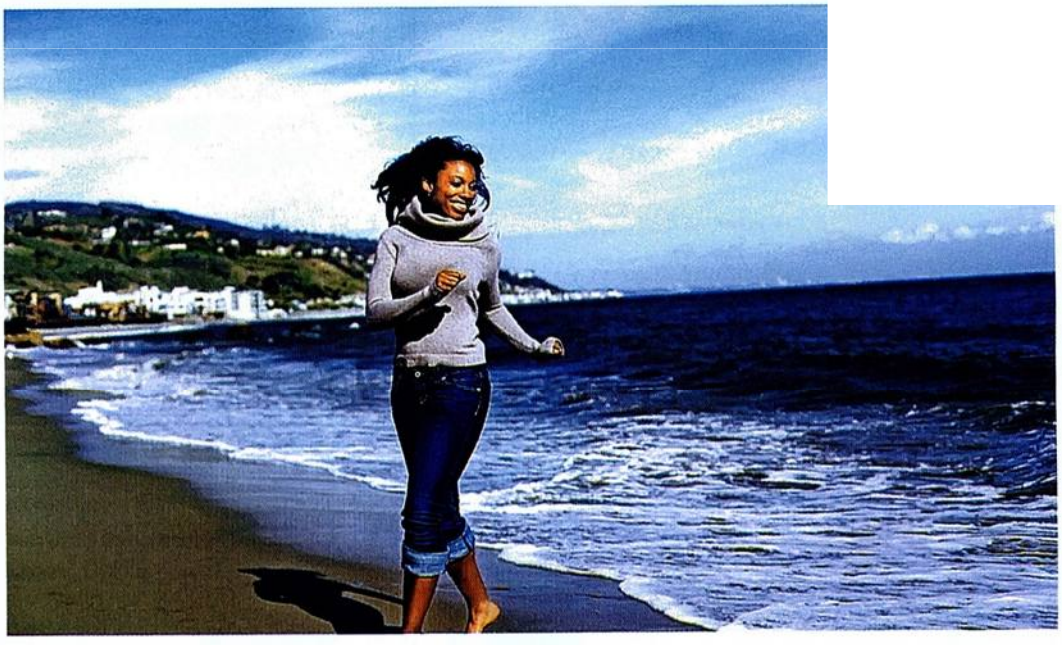
   _____?

8. are / your / responsibilities / What / family /

   _____?

C. DISCUSS Compare your questions in Activity B with a partner. Then take turns asking and answering the questions.

iQ PRACTICE Go online for more practice with modifying nouns.
Practice › Unit 3 › Activity 9



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WRITING

OBJECTIVE ▶ At the end of this unit, you will write a paragraph about a good way to relax. Your paragraph will include specific information from the readings and your own ideas.

WRITING SKILL Using correct paragraph structure

A **paragraph** is a group of sentences about one main idea. Paragraphs for school and university work usually have the following parts.

- **A topic sentence:** This sentence tells the main idea of the whole paragraph. It is usually the first or second sentence in the paragraph.
- **Supporting sentences:** These sentences explain the main idea. They often give examples and details.
- **A concluding sentence:** This sentence ends the paragraph. Sometimes it tells the reader the main idea again. Some paragraphs, especially short ones, do not have a concluding sentence.

A strong paragraph is important for good writing.

Note: At the beginning of a paragraph, the writer indents the first line. This means the line starts after several spaces.

A. WRITING MODEL Read the model paragraphs. Write *TS* (topic sentence), *SS* (supporting sentence), or *CS* (concluding sentence) above each sentence.

TS

1. Vacations are not the right solution to worker stress. First of all, one or two vacations a year cannot reduce the stress of many days of long work hours. Also, vacations can actually be very stressful because they are expensive. Finally, people lived for thousands of years without vacations. Vacations are not necessary.

2. Reading is one of the best ways to relax. Reading slows down your heart and relaxes your muscles very quickly. Reading is relaxing because it helps you forget about your worries. It also works faster than other relaxation techniques. A good book is a good way to relax!

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3. Long vacations are good for my health, my family, and my work. I can really relax and sleep better because I'm not thinking about schedules and work. Also my family connects better because we are not busy and worried about what is next. Finally, I come back to work with better and more creative ideas. For these reasons, I take long vacations with my family every summer.

B. ANALYZE Read the sentences in each group. Put the sentences into the order of a paragraph. Number them 1–5.

1. Chinese Golden Week

___ Finally, with the Golden Week policy, a worker is sure to have a vacation with pay every year.

___ First of all, many Chinese people work far away from their hometowns, and Golden Week gives them enough time to travel back home.

___ For these three reasons, the Golden Week policy is a good idea.

___ Many people in China like the Golden Week vacation policy because it improves workers' lives in the following ways.

___ Also, the Golden Week policy makes it easy to plan a big family celebration because everyone has a vacation at the same time.

Chinese families spend time together during Golden Week.

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2. Exercise for Relaxation

___ Finally, exercise can help you sleep better.

___ Exercise is the best way to relax.

___ First, it makes you feel good.

___ For these reasons, it's important to exercise.

___ It also reduces stress.

3. Staycations

___ For all these reasons, staycations are the best type of vacation for families.

___ Also, staycations give families more time to relax together because they don't have to travel.

___ First of all, there is no stress about money and plans.

___ Staycations—stay-at-home vacations—are the best way for families to relax together.

___ Finally, families can discover great things about their own area, like museums, shows, and parks.

C. APPLY **Write the sentences from one of the topics in Activity B in the form of a paragraph.**

iQ PRACTICE **Go online for more practice using correct paragraph structure.**
Practice > Unit 3 > Activity 10

GRAMMAR Sentences with *because*

You can combine two sentences with *because*. *Because* introduces the reason for a situation or state.

Bob is a doctor. (reason) → He cannot take long vacations. (situation)
Bob cannot take long vacations **because** he is a doctor.
Because Bob is a doctor, he cannot take long vacations.

I exercised this morning. (reason) → Now I am relaxed. (state)
I am relaxed **because** I exercised this morning.
Because I exercised this morning, I am relaxed.

- There is no comma when *because* is in the middle of the sentence. There is a comma when the sentence begins with *because*.

- When the subject in both parts of the sentence is the same, use a pronoun in the second part of the sentence.

✓ **The employees** are happy because **they** have more vacation days.
✗ **The employees** are happy because **the employees** have more vacation days.

iQ RESOURCES **Go online to watch the Grammar Skill Video.**
Resources* › *Video* › *Unit 3* › *Grammar Skill Video

A. COMPOSE Write two sentences with *because*. Remember that *because* introduces the reason.

1. People need a break from work. → People take vacations.
   a. People take vacations because they need a break from work.
   b. Because people need a break from work, they take vacations.

2. We can produce more. → We have excellent technology.
   a. _____
   b. _____

3. Some employees don't have paid vacation. → Some employees don't take vacations.
   a. _____
   _____
   b. _____
   _____

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4. Some employees have family needs. → Some employees have special schedules.

a. _____

_____

b. _____

_____

5. Reading is a good way to relax. → Reading requires focus and quiet.

a. _____

_____

b. _____

_____

B. CREATE Complete each sentence with your own idea. Read your sentences to a partner.

1. I like to go on vacation in the summer because _____

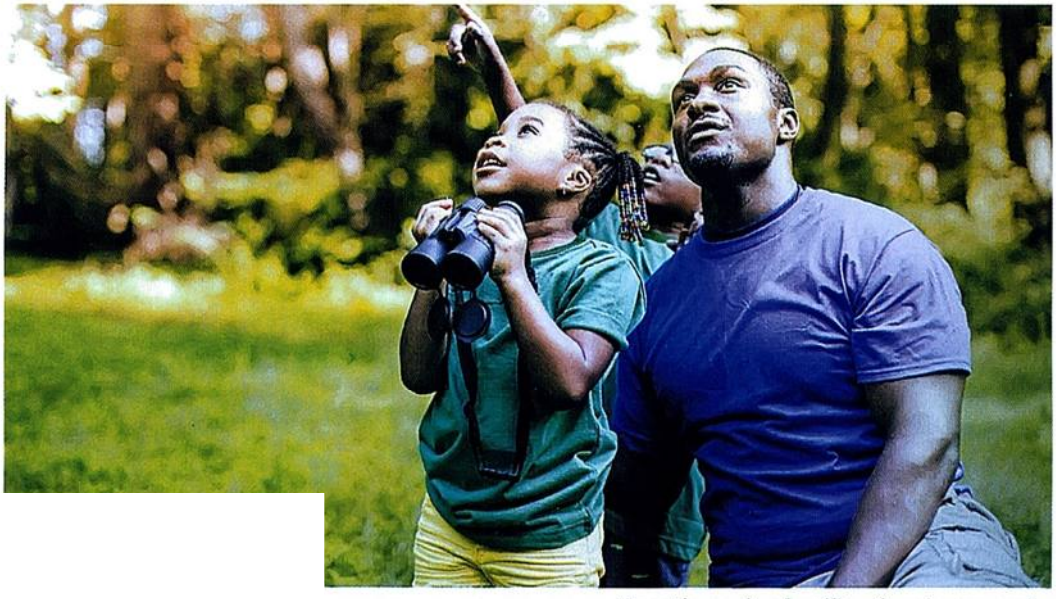
_____.

2. Today, people have a lot of work stress because _____

_____.

iQ PRACTICE Go online for more practice combining sentences with *because*.
Practice › Unit 3 › Activity 11

iQ PRACTICE Go online for the Grammar Expansion: *because* and *so*.
Practice › Unit 3 › Activity 12



Vacations give families time to connect.

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UNIT ASSIGNMENT Write a paragraph about the best way to relax

OBJECTIVE ▶ In this assignment, you are going to write a paragraph about the best way to relax. As you prepare to write, think about the Unit Question, "Is vacation the best way to relax?" Use information from Reading 1, Reading 2, the unit video, and your work in this unit to support your paragraph. Refer to the Self-Assessment checklist on page 68.

iQ PRACTICE Go online to the Writing Tutor to read a model paragraph.
Practice › Unit 3 › Activity 13

PLAN AND WRITE

A. BRAINSTORM Discuss the questions with a partner.

1. Look through this unit. What are all the different ideas for relaxing? Write a list.

2. Look at your list. What are good ways for employees to relax? Families? Students?
3. Choose one way to relax. Why is it a good way to relax? Write all your reasons.

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B. PLAN Write your ideas. Complete the sentences.

Topic sentence: _____ is a great way for [employees/families/students] to relax.

Supporting sentence 1: First of all, _____.

Supporting sentence 2: Also, _____.

Supporting sentence 3: Finally, _____.

Concluding sentence: For these reasons, _____ is a great way to relax.

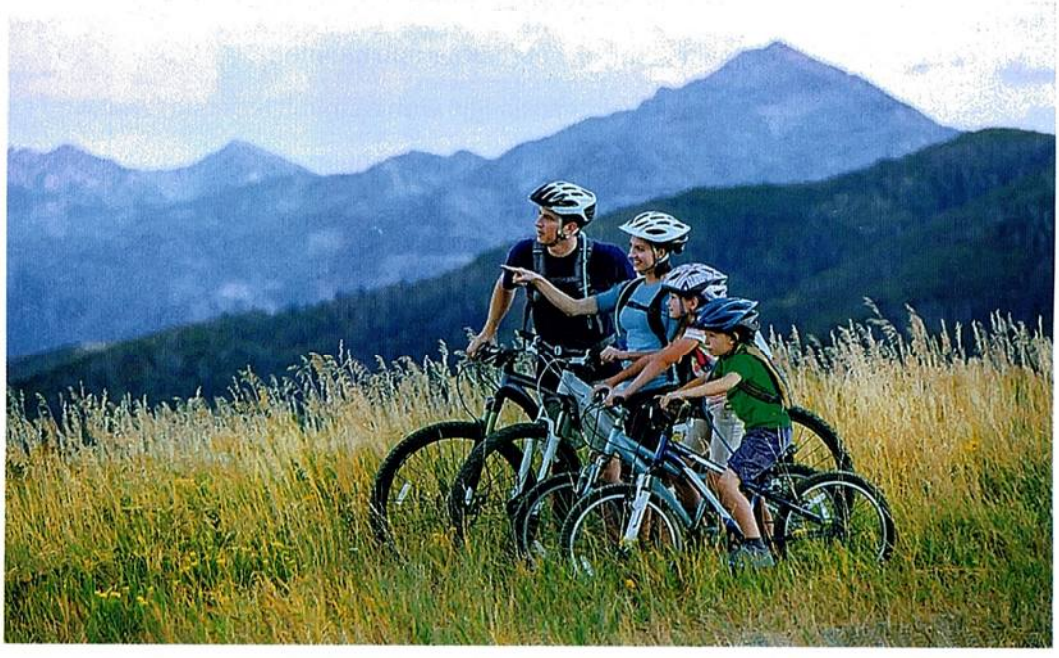
TIP FOR SUCCESS
The commas in the sentences in Activity B all come after an introductory word or phrase (*First of all, Also, Finally,*). Remember to use commas after introductory phrases.

iQ RESOURCES Go online to download and complete the outline for your paragraph. *Resources › Writing Tools › Unit 3 › Outline*

C. WRITE Use your planning notes from Activity B to write your paragraph.

1. Write your paragraph. Remember to indent the first line.
2. Look at the Self-Assessment checklist on page 68 to guide your writing.

iQ PRACTICE Go online to the Writing Tutor to write your assignment. *Practice › Unit 3 › Activity 14*



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REVISE AND EDIT

iQ RESOURCES Go online to download the peer review worksheet.
Resources › Writing Tools › Unit 3 › Peer Review Worksheet

A. PEER REVIEW Read your partner's paragraph. Then use the Peer Review worksheet. Discuss the review with your partner.

B. REWRITE Based on your partner's review, revise and rewrite your paragraph.

C. EDIT Complete the Self-Assessment checklist as you prepare to write the final draft of your paragraph. Be prepared to hand in your work or discuss it in class.

SELF-ASSESSMENT	Yes	No
Does your topic sentence give the main idea of your paragraph?	☐	☐
Do your supporting sentences give examples and details to support your main idea?	☐	☐
Does your paragraph have a concluding sentence?	☐	☐
Do you use the word *because* correctly to give reasons?	☐	☐
Is the first line of your paragraph indented?	☐	☐
Does every sentence begin with a capital letter and end with a period?	☐	☐
Does the paragraph include vocabulary from the unit?	☐	☐
Did you check a dictionary for correct spelling?	☐	☐

D. REFLECT Discuss these questions with a partner or group.

1. What is something new you learned in this unit?
2. Look back at the Unit Question—Is vacation the best way to relax? Is your answer different now than when you started the unit? If yes, how is it different? Why?

iQ PRACTICE Go to the online discussion board to discuss the questions.
Practice › Unit 3 › Activity 15

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TRACK YOUR SUCCESS

iQ PRACTICE **Go online to check the words and phrases you have learned in this unit.** ***Practice > Unit 3 > Activity 16***

Check (✓) the skills and strategies you learned. If you need more work on a skill, refer to the page(s) in parentheses.

CRITICAL THINKING ☐ I can identify pros and cons. (p. 49)

READING ☐ I can read charts, graphs, and tables. (p. 51)

VOCABULARY ☐ I can recognize and use modifying nouns. (p. 59)

WRITING ☐ I can use correct paragraph structure. (p. 61)

GRAMMAR ☐ I can write sentences with *because*. (p. 64)

OBJECTIVE ▶ ☐ I can gather information and ideas to write a short paragraph about the best way to relax.

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4 Physiology

READING	identifying the topic sentence in a paragraph
CRITICAL THINKING	identifying supporting information
VOCABULARY	parts of speech
WRITING	writing a topic sentence
GRAMMAR	sentences with *when*

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UNIT QUESTION

What makes you laugh?

A. Discuss these questions with your classmates.

1. When was the last time you laughed really hard? What was so funny?
2. How do you feel after a good laugh?
3. Look at the photo. Why do you think these people are laughing?

B. Listen to *The Q Classroom* online. Check the things that make the students laugh.

☐ funny photos	☐ sitcoms	☐ stand-up comics
☐ parties	☐ jokes	☐ other people laughing
☐ classmates	☐ family	☐ friends
☐ young children	☐ surprises	

iQ PRACTICE **Go to the online discussion board to discuss the Unit Question with your classmates.** ***Practice > Unit 4 > Activity 1***

UNIT OBJECTIVE

Read the articles. Gather information and ideas to write a paragraph about one way laughter is good for you.

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READING 1 No Laughing Matter

OBJECTIVE ▶ You are going to read an article about laughter. Use the article to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

TIP FOR SUCCESS
Many adjectives have the same form as verbs in the simple past, for example, *embarrassed*.

A. VOCABULARY Here are some words from Reading 1. Read the sentences. Then write each underlined word next to the correct definition.

1. Laughter is natural, just like eating and sleeping.
2. I don't really enjoy parties, but I pretend to have fun.
3. He has a busy social life. He likes to be with friends and family all the time.
4. I always feel nervous when my brother drives. He's not a good driver.
5. I don't like to stand up in front of the class. I feel embarrassed.
6. We expect a sitcom to be funny.
7. Wear sunglasses to protect your eyes from the sun.

a. _____ *(verb)* to keep someone or something safe

b. _____ *(verb)* to try to make someone believe something that is not true

c. _____ *(verb)* to think that something will happen

d. _____ *(adjective)* made by nature, not by people

e. _____ *(adjective)* shy or worried about what other people think

f. _____ *(adjective)* connected with being with other people

g. _____ *(adjective)* worried or afraid about what may happen

iQ PRACTICE Go online for more practice with the vocabulary.
Practice › Unit 4 › Activities 2–3

B. PREVIEW Read the article's headings. What four questions does the article ask about laughter?

Question 1: _____

Question 2: _____

Question 3: _____

Question 4: _____

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C. **QUICK WRITE** Read the questions from the article's headings again. What do you think? Write a response to each question before you read the article. Remember to use this section for your Unit Assignment.

WORK WITH THE READING

A. **INVESTIGATE** Read the article and gather information about what makes people laugh.

WHAT IS LAUGHTER?

1 Laughter is **natural** for people. We start to laugh at about four months of age. We start to laugh even before we start to speak!

2 Laughter is **social**. It connects us with other people. We laugh more when we are with other people. Studies find that we are 30 times more likely to laugh with other people than alone. Laughter is also contagious[1]. When one person laughs, other people begin to laugh, too.

3 It is difficult to **pretend** to laugh. Laughter is honest. Try to laugh right now. It's difficult, isn't it? When people pretend to laugh, most people know it's not real. Studies show that people don't like the sound of fake[2] laughter.

WHEN DO PEOPLE LAUGH?

4 Only 10 to 20 percent of laughter is about something funny. Most laughter is about being friendly with other people. Most laughter says, "I don't want to compete with you. I want to be friendly with you." This kind of laughter brings people together.

5 We often laugh when we feel **nervous**. At the beginning of meetings, someone often tells a joke when everyone feels nervous. It is usually a small joke, but we laugh a lot. Our laughter helps us relax.

[1] **contagious:** passing from one person to another person very quickly

[2] **fake:** not real

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6 Sometimes we laugh because we think we are better than other people. When we laugh at another person, we are saying, "I am better than you." This kind of laughter makes others feel bad.

WHAT IS FUNNY?

7 Some things are funny because we don't **expect** them. When a joke begins, we already have an idea about the end. We think we know the end, but then the joke ends in a different way. The end of the joke surprises us. It makes us laugh.

8 Silly[3] things are sometimes funny. We laugh at jokes about people and their mistakes because we know something they don't know. We think we are better than they are.

WHY DOESN'T EVERYONE LAUGH AT THE SAME JOKE?

9 Not everyone has the same sense of humor[4]. Some people think a joke is funny, but other people don't think so. People have different ideas about what is funny.

10 Our idea of what is funny changes with time. For young children, the world is new. Many things surprise them, so they laugh a lot. Teenagers often worry about what others think of them. They laugh to **protect** themselves. Teenagers laugh when they feel **embarrassed**. Adults laugh at themselves and other people with similar problems. They laugh at things that give them stress. Our reasons for laughter change over time.

[3] **silly:** not serious; stupid [4] **sense of humor:** ideas about what is funny or not

B. IDENTIFY Circle the best answer according to Reading 1.

1. Why do we laugh?
   a. because our parents teach us to laugh
   b. because it is a natural thing to do

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2. When do people laugh most often?
   a. when they are alone
   b. when they are with other people

3. What is funny?
   a. something we know very well
   b. something surprising or silly

4. Why doesn't everyone laugh at the same joke?
   a. Different things make different people laugh.
   b. Most people don't laugh in front of others.

C. CATEGORIZE **Read the statements. Write *T* (true) or *F* (false). Then correct the false statements. Write the number of the paragraph where the information is found.**

T 1. People sometimes laugh when they are surprised. 7

_____

___ 2. People like it when others pretend to laugh. ___

_____

___ 3. Young children often laugh because the world surprises them. ___

_____

___ 4. A small joke at the beginning of a meeting makes us relax. ___

_____

D. APPLY **Complete the sentences with the correct word from the box.**

contagious	friendly	social
embarrassed	honest	

1. Most people laugh as a way to show they are _____.
2. We laugh more when we are with other people because laughter is _____.
3. If I am laughing, you are likely to start laughing because laughter is _____.
4. People do not like the sound of fake laughter because laughter is _____.
5. Some people laugh when they feel nervous or _____.

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E. COMPOSE The article explains when people are likely to laugh. Complete four of the sentences. Compare your answers with a partner. Add more sentences.

When do people laugh?

1. People laugh when _____.
2. People laugh when _____.
3. People laugh when _____.
4. People laugh when _____.
5. People laugh when _____.
6. People laugh when _____.
7. People laugh when _____.

iQ PRACTICE Go online for additional reading and comprehension.
Practice › Unit 4 › Activity 4

WRITE WHAT YOU THINK

A. EXTEND Look at your answers in Activity E. Which statements are true for you? Tell your partner. Can you give an example from your own life?

B. CREATE Choose one of the statements from Activity E. Give an example from your own life.

Statement: _____

My example: _____

_____

_____

_____

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READING SKILL Identifying the topic sentence in a paragraph

The **topic sentence** explains the main idea of a paragraph. Other sentences in a paragraph support the topic sentence. Often, the topic sentence is the first sentence of a paragraph, but sometimes it is the second sentence or the last sentence. Finding the topic sentence helps you quickly understand what the paragraph is about. See the topic sentences underlined below.

> Laughter is natural. We start to laugh at about four months of age. We start to laugh even before we start to speak!
>
> Laughter is social. We laugh more when we are with other people. Studies find that we are 30 times more likely to laugh with other people than alone. Laughter is also contagious. When one person laughs, other people begin to laugh, too. People connect to each other with laughter.
>
> It is difficult to pretend to laugh. Laughter is honest. Try to laugh right now. It's difficult, isn't it? When people pretend to laugh, most people know it's not real. Studies show that people don't like the sound of fake laughter.

iQ RESOURCES Go online to watch the Reading Skill Video.
Resources > Video > Unit 4 > Reading Skill Video

A. IDENTIFY Go back to Reading 1 on pages 73–74. Underline the topic sentence in each paragraph.

B. IDENTIFY Read the paragraphs below. Underline the topic sentence in each paragraph.

1. Robert Provine studied people and laughter. He discovered that people laugh when they want to be friendly. He watched people in the city walking and shopping. He found that 80 to 90 percent of laughter came after sentences like "I know" or "I'll see you later." People didn't laugh because someone said something funny. People laughed because they wanted to be friendly with each other.

2. Laughter happens at certain times in a conversation. People laugh more when they speak than when they listen. Pay attention to conversations around you. You will discover that the speaker in a conversation laughs more often. Also, laughter almost always comes at the end of a sentence or a thought. For example, a person might say, "He went to the wrong store! Ha! Ha! Ha!" The person does not say, "He went—Ha! Ha! Ha!—to the wrong store!"

iQ PRACTICE Go online for more practice identifying the topic sentence.
Practice > Unit 4 > Activity 5

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READING 2 Reasons to Laugh

OBJECTIVE ▸ You are going to read an article about the effects of laughter. Use the article to gather information and ideas for your Unit Assignment.

VOCABULARY SKILL REVIEW
In Unit 1, you learned about words that are both nouns and verbs. The words *score* and *increase* look the same in their noun and verb form.

PREVIEW THE READING

A. VOCABULARY Here are some words from Reading 2. Read their definitions. Then choose the correct word to complete each sentence.

ability *(noun)* 🔑 OPAL the power and knowledge to do something
effect *(noun)* 🔑 OPAL a change that happens because of something
increase *(verb)* 🔑 OPAL to make the amount, level, or number of something go up
prevent *(verb)* 🔑 OPAL to stop someone from doing something; to stop something from happening
rate *(noun)* 🔑 OPAL the speed of something or how often it happens
score *(noun)* 🔑 a number that shows how well someone did on a test or in a competition
serious *(adjective)* 🔑 not funny, not joking or playing
whole *(adjective)* 🔑 OPAL all of something

🔑 Oxford 3000™ keywords OPAL Oxford Phrasal Academic Lexicon

1. When the teacher tells a joke, the _____ [whole / serious] class laughs. No one is quiet.
2. We all have the _____ [ability / score] to laugh. It is natural.
3. Laughter has a positive _____ [effect / rate]. It makes you feel good.
4. We all want to _____ [increase / prevent] the number of friends we have.
5. The average _____ [rate / effect] of reading is 200 words per minute.
6. Healthy foods can _____ [increase / prevent] illness.
7. The top student in the class had the best _____ [score / rate] on the test.
8. This is no laughing matter. It is very _____ [whole / serious].

iQ PRACTICE **Go online for more practice with the vocabulary.**
Practice › Unit 4 › Activities 6–7

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TIP FOR SUCCESS
When you skim a text, remember to read the title, headings, and first and last sentence of each paragraph.

B. PREVIEW Skim the article and then read the question below. Circle *Yes* or *No*.

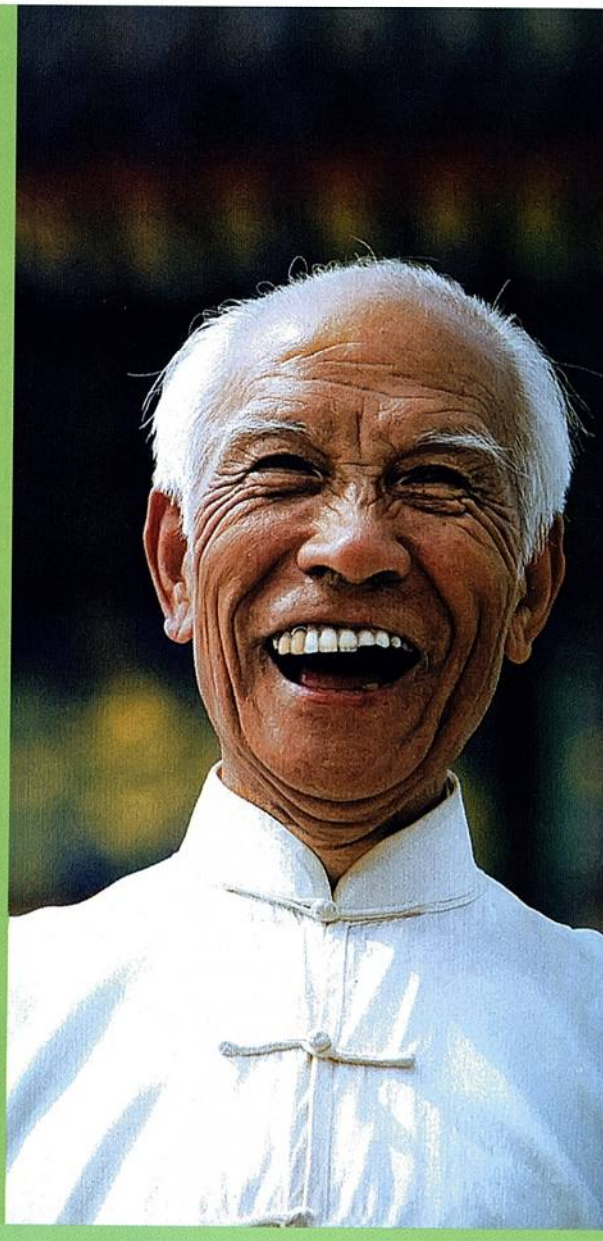
Is laughing good for you? Yes No

C. QUICK WRITE Think about the last time you laughed out loud. Write a few sentences about how you felt after you laughed. Remember to use this section for your Unit Assignment.

WORK WITH THE READING

A. INVESTIGATE Read the article and gather information about what makes people laugh.

REASONS TO LAUGH



1 Happy people laugh. But can laughter make people happy? Research on this topic says it can! Laughter changes how you feel. It sends out "feel good" chemicals[1] called *endorphins*. These are the same chemicals you feel after exercising.

2 In fact, laughter is good exercise! It makes you breathe quickly. It makes your heart **rate** go up. It can turn your face red. Ten to 15 minutes of laughing burns 50 calories. Laughter exercises your **whole** body.

3 Laughter also reduces pain. One study found that people laughing at comedy videos could keep their hands in ice water longer than people watching **serious** videos. The study also showed that the **effect** continued up to 20 minutes after laughing. But it cannot be fake laughter. It has to be real. Fake laughter does not improve your **ability** to live with pain.

[1] **chemical:** a substance that produces an effect

ACADEMIC LANGUAGE
The phrase ***research on*** is used in academic writing to present evidence.

OPAL
Oxford Phrasal Academic Lexicon

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4 Laughter has a positive effect on your health. It reduces high blood pressure. It can also **prevent** heart disease[2]. One study found people who laughed more had healthier hearts. Laughter **increases** your ability to fight illnesses.

5 Laughter improves your memory and learning! In one study of older people, one group sat quietly for 20 minutes. The other group watched a funny video. Then both groups took a test. The group who laughed had much better **scores** in memory and learning!

6 Laughter must be real to have these positive effects, but that is not difficult. All you need to truly laugh is to hear other people laughing. In fact, there are social clubs that practice laughing. People begin by pretending to laugh, but in seconds they are truly laughing.

7 Even just a smile can make you more likely to laugh. It does not have to be a real smile. It can be fake. When you smile, your brain sends endorphins and other chemicals that make you feel good. And when you smile, your brain expects laughter to follow. A smile makes you ready to laugh!

8 So, stop being so serious and laugh a little more! It is good for your health. And it will make you happier, too.

[2] **heart disease:** any disease that causes the heart to stop working correctly

B. IDENTIFY Check (✓) the main idea of the article.

- ☐ 1. Laughter makes you smarter and stronger.
- ☐ 2. Laughter reduces pain.
- ☐ 3. Laughter improves health and increases happiness.
- ☐ 4. Laughter is good exercise.

C. IDENTIFY Match the beginning of each sentence with the correct ending.

1. Your brain sends out endorphins ___	a. you are more likely to laugh.
2. You feel less pain ___	b. you are less likely to get sick.
3. When you smile, ___	c. when you laugh.
4. When you laugh often, ___	d. when you exercise or laugh.
5. When you laugh for 15 minutes, ___	e. you burn 50 calories.

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CRITICAL THINKING STRATEGY

Identifying supporting information

Often writers make claims (say something is true). When you read, ask yourself, *Where is the supporting information in the reading? What about my own experience? Do I have examples that can support the claim?*

Example:

Claim in reading: Laughter exercises your whole body.

Supporting information in reading: Ten to 15 minutes of laughter burns 50 calories.

Supporting example from your experience: When I laugh really hard, the muscles in my stomach hurt.

iQ PRACTICE Go online to watch the Critical Thinking Video and check your comprehension. ***Practice > Unit 4 > Activity 8***

D. IDENTIFY Read the claims from the reading. Find the supporting information for each claim and underline them in the reading.

1. Laughter makes a person happier.
2. Laughter increases a person's ability to live with pain.
3. It is easy to start laughing.
4. Laughter improves a person's health.
5. Laughter increases your ability to learn and remember.

E. EXTEND Work with a partner. Look at the claims in Activity D. Does your experience support these claims or not? If possible, tell your partner an example.

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WORK WITH THE VIDEO

A. PREVIEW How can you learn to laugh more?

VIDEO VOCABULARY

yoga (n.) exercise for the mind and body

session (n.) a meeting for a specific activity

club (n.) a group of people who do an activity together or have the same interests

iQ RESOURCES Go online to watch the video about laughter yoga.
Resources › Video › Unit 4 › Unit Video

B. APPLY Watch the video two or three times. Read the questions. Then complete the answers with the words in the box.

breathing	connections	effects	stress	laughing	pretend

1. What do people do in a laughter yoga session?

   At first, they do [1] _____ exercises. Then they [2] _____ to laugh. Then they cannot stop [3] _____.

2. What information supports Louise's claim that "laughter is the best medicine"?

   It has the [4] _____ of exercise.

   It reduces [5] _____.

   Laughing together creates [6] _____.

C. DISCUSS Would you ever go to a laughter yoga session? Why or why not? Tell your partner.

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WRITE WHAT YOU THINK

SYNTHESIZE Think about Reading 1, Reading 2, and the unit video as you discuss these questions. Then choose one question and write a response.

WRITING TIP
Remember to use information from the reading to support your claim.

1. When do people laugh?
2. How can laughter improve our lives?
3. How can people laugh more often?

VOCABULARY SKILL Parts of speech

When you see a word you don't know in a text, it helps to **identify the part of speech** of the word. Nouns, verbs, adjectives, and adverbs are examples of parts of speech. Knowing the part of speech helps you better understand the meaning and use of the word. If you aren't sure, you can find the part of speech in a dictionary.

noun *(n.)* a person, place, object, or idea *He tells funny **jokes** at dinner.*
verb *(v.)* an action *He **tells** funny jokes at dinner.*
adjective *(adj.)* describes a noun *He tells **funny** jokes at dinner.*
adverb *(adv.)* describes an action *We all laugh **loudly** at his jokes.*

When you know the part of speech, you can use the word correctly in a sentence.

✓ Correct: *She laughs at my jokes.*
✗ Incorrect: *She laughter at my jokes.*

TIP FOR SUCCESS
Write new vocabulary in a list. Include the part of speech and a definition for each word. Review the vocabulary list every day.

A. APPLY Read each sentence in the chart below. Write the part of speech of the underlined word. Then check your answers in a dictionary.

	Part of speech
1. I feel <u>embarrassed</u> when I meet new people.	
2. Laughter improves our <u>ability</u> to learn.	
3. Laughter <u>protects</u> you from some illnesses.	
4. We <u>breathe</u> differently when we laugh.	
5. Laughter has many healthy <u>effects</u> on the body.	
6. I <u>laugh</u> a lot with my friends.	
7. The <u>whole</u> group laughs together in a laughing exercise.	
8. Laughter makes you breathe <u>quickly</u>.	

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B. COMPOSE The underlined words are the incorrect part of speech. Rewrite each word using the correct part of speech. Use a dictionary to help you.

1. They are laughing because they are <u>nerves</u>. _____
2. She <u>laughter</u> when she watches TV shows. _____
3. Laughter is <u>nature</u>. _____
4. Laughter can <u>improvement</u> your health. _____
5. Laughter exercises can <u>prevention</u> some illnesses. _____
6. True laughter is <u>honesty</u>. _____

iQ PRACTICE Go online for more practice with parts of speech.
Practice › Unit 4 › Activity 9

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OBJECTIVE ▶ At the end of this unit, you will write a paragraph about one way laughter is good for you. Your paragraph will include specific information from the readings and your own ideas.

WRITING SKILL Writing a topic sentence

The **topic sentence** introduces the main idea of the paragraph. It tells what the paragraph is about.

> There are different kinds of laughter. Some laughter is short and light. It comes from the throat. Other laughter comes from the stomach. This laughter is deep and loud. In addition, each person's laughter is different. No two laughs are exactly the same.

Writing a good topic sentence will make your writing clearer to readers.

A. IDENTIFY Choose the best topic sentence for each paragraph.

1. a. I laugh when I am nervous.

   b. I have a good sense of humor.

   ___ For example, I laugh when I feel embarrassed. I make jokes when I meet new people. I also laugh when I don't know the answer to a question.

2. a. My friends make me laugh.

   b. My friends are stand-up comics.

   ___ My friends are very funny. They joke a lot. When I'm with my friends, I laugh all the time.

3. a. Laughter reduces stress.

   b. When you have stress, you are more likely to laugh.

   ___ Laughter sends a message to your brain. It says, "I'm OK. I'm safe." After you laugh, you immediately feel less stress.

4. a. Stress helps you focus.

   b. Stress reduces your ability to focus.

   ___ When you feel stress, your brain thinks something bad is going to happen. Your brain looks for any possible problem or danger. You cannot pay attention to one thing.

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B. WRITING MODEL Match each model topic sentence with the correct paragraph. Write the topic sentence on the line.

Laughter makes me happier.
Laughter helps my social life.
Laughter is good for my health.
Laughter is good for my heart.
Laughter is good for my brain and memory.

1. _____

It is exercise. It burns calories. It also reduces blood pressure. When I have a good laugh, I feel healthy and good.

2. _____

When I laugh, I breathe deeply. My heart rate goes up. More oxygen goes to my brain. I think better. Every night I take a study break. I talk with my friends. When I go back to my studies, I can think better.

3. _____

My friends say I'm friendly because I laugh a lot. I relax when I laugh, even with people I don't know well. When I laugh I connect with people.

4. _____

Laughter helps prevent heart disease. It reduces stress. It exercises the heart. When I laugh, my heart rate increases. Laughter is part of my healthy heart plan.

5. _____

When I laugh, my brain sends chemicals that make me feel positive. When I am tired or sad, I try to smile and laugh. It makes me feel better inside.

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C. CREATE Write a topic sentence for each paragraph. Then compare your sentences with your partner.

1. _____

Laughter makes you breathe quickly. It increases your heart rate. It turns your face red. It burns calories. When I laugh, my whole body moves.

2. _____

Some people have health problems that cause a lot of pain. Laughter reduces the pain that a person feels. When I broke my foot, my friends joked with me. The laughter helped me feel better.

3. _____

I go to a laughing club once a month. We do laughing exercises in my group. After a couple of hours, my laugh is strong and real. Now I laugh more everywhere. It is easier for me to laugh. When I laugh, the world laughs with me.

4. _____

Real laughter is loud. Fake laughter is quieter. Real laughter has a high pitch. Fake laughter is lower. It is closer to the pitch of a speaking voice. The rate of real laughter is fast and quick. Fake laughter is slower. It is easy to tell when a person is pretending to laugh.

5. _____

First of all, I will learn new jokes online. When I tell jokes, I improve my sense of humor. Secondly, I will watch more stand-up comics online. I usually watch more serious shows. Finally, I will listen to people laughing online. When I hear people laughing, I laugh, too. It's contagious.

iQ PRACTICE **Go online for more practice with writing a topic sentence.**
Practice › Unit 4 › Activity 10

GRAMMAR Sentences with *when*

You can combine two sentences with *when*.

- There is a comma if the sentence begins with *when*. There is no comma if *when* is in the middle of the sentence.
- When the subject in both sentences is the same, use a pronoun in the second part of the sentence.

They are nervous. → They laugh.	Bob laughs. → He feels less stress.
When they are nervous, they laugh.	**When** Bob laughs, he feels less stress.
They laugh **when** they are nervous.	Bob feels less stress **when** he laughs.

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A. COMPOSE Write two sentences with *when*.

1. I go out with my friends. → I laugh a lot.
   a. When I go out with my friends, I laugh a lot.
   b. I laugh a lot when I go out with my friends.
2. You laugh. → Your heart rate increases.
   a. _____
   b. _____
3. He sees something funny. → He laughs.
   a. _____
   b. _____
4. You laugh. → You use calories.
   a. _____
   b. _____
5. We hear a good joke. → We laugh.
   a. _____
   b. _____
6. She is nervous. → She laughs.
   a. _____
   b. _____

B. CREATE Complete each sentence with your own idea. Then read your sentences to a partner.

1. I laugh a lot when _____.
2. I never laugh when _____.
3. When I am in class, _____.
4. When I am nervous, _____.
5. When I laugh, _____.
6. When I am with my family, _____.

iQ PRACTICE Go online for more practice with sentences with *when*.
Practice > Unit 4 > Activity 11

iQ PRACTICE Go online for the Grammar Expansion: adverbs of frequency.
Practice > Unit 4 > Activity 12

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UNIT ASSIGNMENT **Write a paragraph about one way laughter is good for you**

OBJECTIVE ▶ In this assignment, you are going to write a paragraph about one way laughter is good for you. As you prepare your paragraph, think about the Unit Question, "What makes you laugh?" Use information from Reading 1, Reading 2, the unit video, and your work in this unit to support your paragraph. Refer to the Self-Assessment checklist on page 90.

iQ PRACTICE **Go online to the Writing Tutor to read a model paragraph about one way laughter is good for you.** ***Practice > Unit 4 > Activity 13***

PLAN AND WRITE

A. BRAINSTORM **Think about all the ways laughter is good for you. Write a list with a partner.**

_____

_____

_____

_____

_____

B. PLAN **Follow these steps to plan your paragraph.**

1. From the list above, choose one way laughter is good for you. Write your topic sentence.

   For example:

   Laughter is good for my health.

   Your topic sentence: _____

   _____

2. Write supporting information from the reading and from your own experience that supports your topic sentence.

   Supporting information from the readings: _____

   _____

   My own example: _____

   _____

iQ RESOURCES **Go online to download and complete the outline for your paragraph.** ***Resources > Writing Tools > Unit 4 > Outline***

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C. WRITE Use your planning notes from Activity B to write your paragraph.

1. Make sure the topic sentence introduces the main idea of the paragraph.
2. Look at the Self-Assessment checklist to guide your writing.

iQ PRACTICE Go online to the Writing Tutor to write your assignment.
Practice > Unit 4 > Activity 14

REVISE AND EDIT

iQ RESOURCES Go online to download the peer review worksheet.
Resources > Writing Tools > Unit 4 > Peer Review Worksheet

A. PEER REVIEW Read your partner's paragraph. Then use the Peer Review worksheet. Discuss the review with your partner.

B. REWRITE Based on your partner's review, revise and rewrite your paragraph.

C. EDIT Complete the Self-Assessment checklist as you prepare to write the final draft of your paragraph. Be prepared to hand in your work or discuss it in class.

SELF-ASSESSMENT	Yes	No
Does your topic sentence present your main idea clearly?	☐	☐
Do all your sentences support your topic sentence?	☐	☐
Do you use *when* in a sentence correctly?	☐	☐
Did you use the correct part of speech for each noun, verb, adjective, and adverb in your paragraph?	☐	☐
Does your paragraph include vocabulary from this unit?	☐	☐
Is your spelling correct? Check a dictionary if you are not sure.	☐	☐
Is the first line of the paragraph indented?	☐	☐
Does every sentence begin with a capital letter and end with a period?	☐	☐

D. REFLECT Discuss these questions with a partner or group.

1. What is something new you learned in this unit?
2. Look back at the Unit Question—What makes you laugh? Is your answer different now than when you started the unit? If yes, how is it different? Why?

iQ PRACTICE Go to the online discussion board to discuss the questions.
Practice > Unit 4 > Activity 15

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TRACK YOUR SUCCESS

iQ PRACTICE **Go online to check the words and phrases you have learned in this unit.** ***Practice > Unit 4 > Activity 16***

Check (✓) the skills you learned. If you need more work on a skill, refer to the page(s) in parentheses.

READING ☐ I can identify the topic sentence in a paragraph. (p. 77)

CRITICAL THINKING ☐ I can identify supporting information. (p. 81)

VOCABULARY ☐ I can identify parts of speech. (p. 83)

WRITING ☐ I can write a topic sentence. (p. 85)

GRAMMAR ☐ I can use sentences with *when.* (p. 87)

OBJECTIVE ▶ ☐ I can gather information and ideas to write a paragraph about one way laughter is good for me.

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5 Sports Science

CRITICAL THINKING evaluating sources
READING identifying supporting sentences and details
VOCABULARY the prefix *un-*
WRITING writing supporting sentences and details
GRAMMAR prepositions of location

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UNIT QUESTION

What is a sport?

A. Discuss these questions with your classmates.

1. What do you do for exercise?
2. What sports do you like to watch?
3. Look at the photo. What are they doing? Is it a sport?

B. Listen to *The Q Classroom* online.

1. Check the words you hear to describe sports.

☐ natural	☐ healthy	☐ fun
☐ compete	☐ practice	☐ play
☐ exercise	☐ skill	☐ event

2. Check the names of sports you hear.

☐ soccer	☐ car racing
☐ tennis	☐ running
☐ basketball	☐ skiing

iQ PRACTICE Go to the online discussion board to discuss the Unit Question with your classmates. ***Practice > Unit 5 > Activity 1***

UNIT OBJECTIVE

Read the articles. Gather information and ideas to write a paragraph about your favorite sport.

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READING 1 Exercise for Life

OBJECTIVE ▶ You are going to read an article about exercise. Use the article to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

A. VOCABULARY Here are some words from Reading 1. Read the sentences. Then write each underlined word next to the correct definition.

1. Many people exercise to lose weight. They want to be thinner.
2. Soccer requires a lot of effort. Your body works hard when you play.
3. Walking with a friend is a healthy activity. You spend time outside and you get exercise.
4. At this moment, I run a kilometer in six minutes, but my goal is to run a kilometer in five minutes.
5. Runners often form running clubs. They get together twice a week to run.
6. To get stronger, you need to increase your level of exercise over time.
7. Gymnasts spend six to seven hours a day in training before an Olympics.
8. I like to compete, so running in races is exciting for me.

a. _____ *(verb)* to start a group or organization
b. _____ *(noun)* the energy needed to do something
c. _____ *(noun)* how heavy someone is
d. _____ *(noun)* the process of getting ready for a sport or job
e. _____ *(noun)* the amount, size, or number of something
f. _____ *(noun)* something that you do, usually regularly
g. _____ *(noun)* something you want to do very much
h. _____ *(adjective)* making you feel very happy and interested

iQ PRACTICE **Go online for more practice with the vocabulary.**
Practice > Unit 5 > Activities 2–3

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B. PREVIEW Read the article's headings. What two questions does the article ask about exercise?

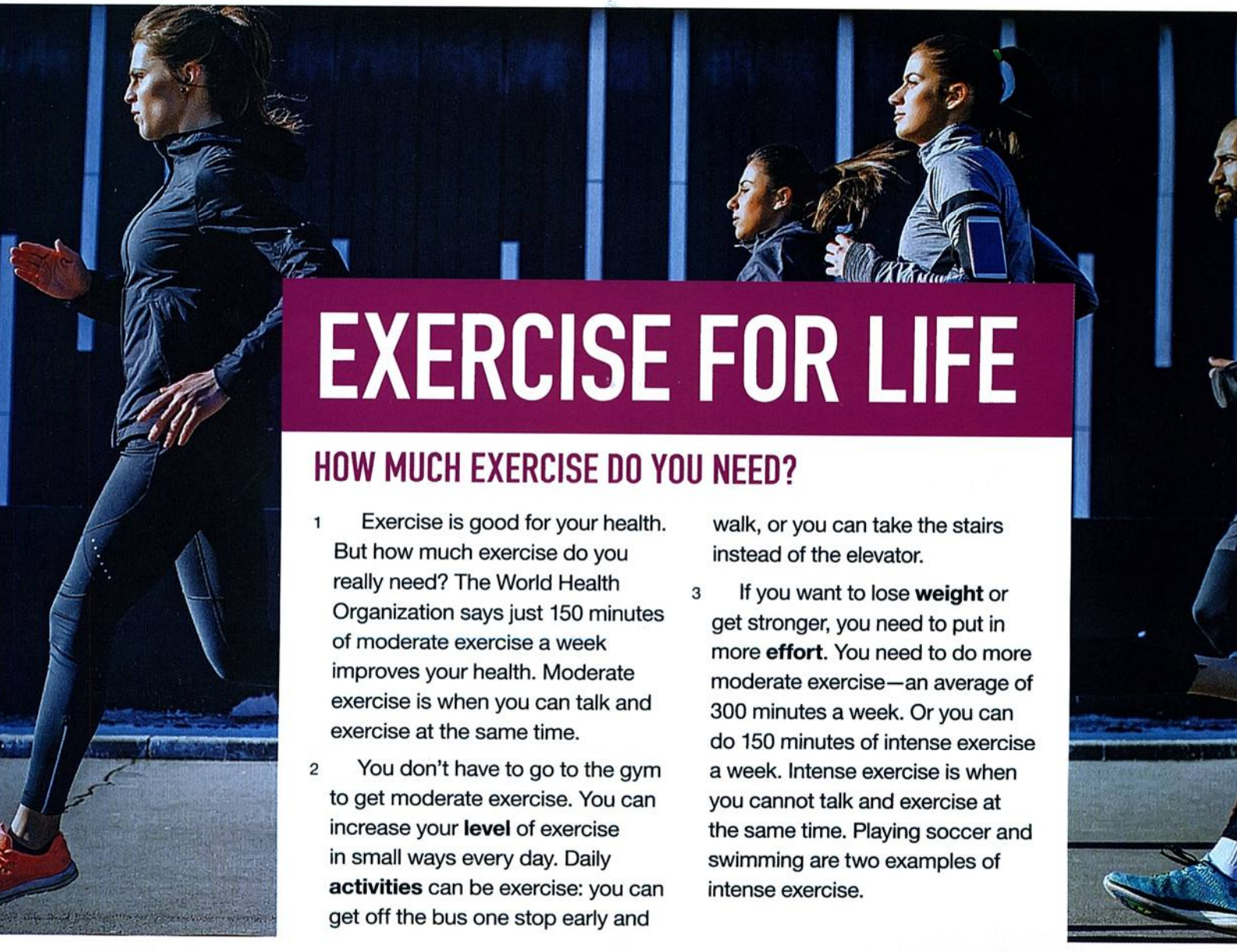
1. _____

2. _____

C. QUICK WRITE Read the questions from the article's headings again. What do you think? Write a response to each question before you read the article.

WORK WITH THE READING

A. INVESTIGATE Read the article and gather information about sports and exercise.



EXERCISE FOR LIFE

HOW MUCH EXERCISE DO YOU NEED?

1 Exercise is good for your health. But how much exercise do you really need? The World Health Organization says just 150 minutes of moderate exercise a week improves your health. Moderate exercise is when you can talk and exercise at the same time.

2 You don't have to go to the gym to get moderate exercise. You can increase your **level** of exercise in small ways every day. Daily **activities** can be exercise: you can get off the bus one stop early and walk, or you can take the stairs instead of the elevator.

3 If you want to lose **weight** or get stronger, you need to put in more **effort**. You need to do more moderate exercise—an average of 300 minutes a week. Or you can do 150 minutes of intense exercise a week. Intense exercise is when you cannot talk and exercise at the same time. Playing soccer and swimming are two examples of intense exercise.

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WHAT KIND OF EXERCISE IS BEST?

4 There are different kinds of exercise. Strength **training** makes you stronger. One popular example is lifting weights. It is also important to be flexible. Yoga and ballet are good ways to get more flexible. Aerobic exercise[1] makes your heart stronger. Examples are running or jumping rope. It is best to do all three kinds of exercise. This way, your muscles and heart are strong, and your body is flexible.

5 Exercise can sometimes be boring, but team sports are fun and **exciting**. You can do team sports with friends. Some examples of team sports are volleyball and tennis. When exercise is fun, you will keep doing it. People who play sports are more likely to be active when they are old, (Aggio et al, 2017).

6 Individual sports, such as running and cycling, are also popular. People like them because they can set their own **goals**. They can decide if they want to get stronger, or faster, or healthier. But individual sports can sometimes be lonely. Some people join clubs to work out[2] together. This way, they can be social and exercise at the same time.

7 Today, many gyms make exercise more exciting. The gyms **form** groups. They follow how much stronger each person gets. They follow how much weight each person loses. They put up the scores for everyone in the group to see. The scores make everyone more competitive. Research shows that people exercise longer and harder when they are competing.

8 There are many ways to exercise. The best kind of exercise is the one you do.

[1] **aerobic exercise:** exercise to improve the function of the heart and lungs

[2] **work out:** to do exercises to keep your body strong and healthy

Cycling clubs are popular all around the world.

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B. IDENTIFY Circle the main idea of the article.

1. Sports are the best way to get enough exercise.
2. There are many ways to get enough exercise.
3. You need to do intense exercise to lose weight.
4. You can get exercise without going to the gym.

C. IDENTIFY Read the statements. Check the statements that are true. Write the paragraph number where the information is found.

- ☐ 1. Moderate exercise needs to be at a gym. ___
- ☐ 2. To improve your health, you need at least 2.5 hours of moderate exercise a week. ___
- ☐ 3. You can lose weight if you do 30 minutes of moderate exercise a day. ___
- ☐ 4. You should do more than one kind of exercise. ___
- ☐ 5. Individual sports are not for people who want to be social. ___
- ☐ 6. People exercise more when they compare themselves to other people. ___

D. CATEGORIZE Look at the activities in the box. Read the article again. In which category do the activities belong? Some belong in more than one category. Give one more example for each category. Compare your ideas with a partner.

ballet	jumping rope	swimming	volleyball
cycling	lifting weights	soccer	walking
gymnastics	running	tennis	yoga

Moderate exercise	Intense exercise	Strength training	Flexibility training	Aerobic training

E. SYNTHESIZE Look back at your Quick Write on page 95. Add any new ideas or information you learned from the reading.

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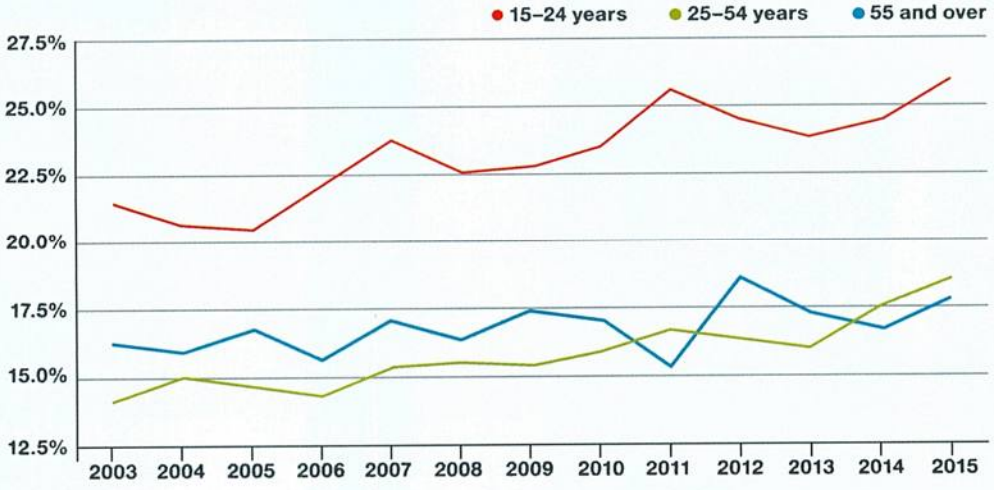
CRITICAL THINKING STRATEGY

Evaluating sources

Authors often use information to support their claims. They name the source of the information. A source can be a research study, an organization, a website, a book, etc.

Example: **Percentage of population engaged in sports and exercise on an average day, by age, 2003–15**



U.S. Bureau of Labor Statistics, 2017

This source tells us where the information came from. It gives the names of the researchers and the date of publication.

Sometimes the source is a study. It is usually in the reading.

Multitaskers paid more attention to unimportant information (Nass, 2009).

The researcher's last name is Nass. He published this information in 2009.

As you read, it is important to evaluate an author's source. Ask yourself: *Is it a good source? What do I know about the source?* If you don't know the source, you can research it online.

iQ PRACTICE **Go online to watch the Critical Thinking Video and check your comprehension.** ***Practice > Unit 5 > Activity 4***

F. IDENTIFY Look at two more claims from Reading 1. What is the source for each claim?

1. Just 150 minutes of moderate exercise a week improves your health.

   Source: _____

2. People who play sports are more likely to be active when they are old.

   Source: _____

G. IDENTIFY What claim in paragraph 7 does not have a source?

_____

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WRITE WHAT YOU THINK

A. EXTEND Read what people say about exercise. Using information in the article, think of advice for each person. Discuss in a group.

1. "I need to exercise, but I hate to go to the gym. What can I do to get enough exercise?" –Ann
2. "My goal is to lose weight. What should I do?" –Paulo
3. "My goal is to be more flexible. What should I do?" –Jana
4. "I lift weights at the gym two times a week, but it is boring. What can I do to make exercise more exciting?" –Tina
5. "I like to run, but sometimes it is lonely. Is there a way to make it more social?" –Tom

B. EXPLAIN Choose one of the questions from Activity A and write your response. Think about what you learned from the article as you write your explanation. Look back at your Quick Write on page 95 as you think about what you learned.

TIP FOR SUCCESS
When you read, underline the topic sentence of a paragraph and write *SS* next to each supporting sentence. That way you can see how the paragraph is organized.

Name: _____

You should: _____

Reason: _____

_____

READING SKILL Identifying supporting sentences and details

When you read a paragraph, it's useful to understand how the information is structured. In articles and essays, the main idea of each paragraph is usually supported with details. After you find the main idea or topic sentence in a paragraph, look for the **supporting sentences.** These sentences explain more about the topic sentence. One or more **details** often follow a supporting sentence. The details give additional information about the supporting sentence. Details include examples, research studies, dates, and numbers.

Topic Sentence: You need at least 150 minutes of exercise a week.

Supporting sentence: You can do a little every day.

Detail: You need to exercise at least ten minutes at a time.

Supporting Sentence: The exercise can be everyday activities.

Detail: Walking to work is one example.

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A. IDENTIFY Read these sentences from Paragraph 4 of Reading 1. Write the type of sentence for each.

TS = Topic Sentence
SS = Supporting Sentence
D = Detail

Paragraph 4	
1. TS	There are different kinds of exercise.
2.	Strength training makes you stronger.
3.	One popular example is lifting weights.
4.	It is also important to be flexible.
5.	Yoga and ballet are good ways to get more flexible.
6.	Aerobic exercise makes your heart stronger.
7.	Examples are running or jumping rope.

B. IDENTIFY Read these sentences from Paragraphs 5 and 6 of Reading 1. Write each type of sentence in the margin. Note: The sentences are NOT in order.

TS = Topic Sentence
SS = Supporting Sentence
D = Detail

Paragraph 5	
1.	Exercise can sometimes be boring, but team sports are fun and exciting.
2.	When exercise is fun, you will keep doing it.
3.	Some examples of team sports are volleyball and tennis.
4.	You can do team sports with friends.
5.	People who play sports are more likely to be active when they are old.

Paragraph 6	
6.	Individual sports, such as running and cycling, are also popular.
7.	They can decide if they want to get stronger, or faster, or healthier.
8.	Some people join clubs to work out together. This way, they can be social and exercise at the same time.
9.	But individual sports can sometimes be lonely.
10.	People like them because they can set their own goals.

iQ PRACTICE **Go online for more practice with identifying supporting details.**
Practice > Unit 5 > Activity 5

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READING 2 Games or Sports?

OBJECTIVE ▶ You are going to read a blog about sports. Use the blog to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

A. VOCABULARY Here are some words from Reading 2. Read their definitions. Then complete each sentence.

according to *(preposition)* OPAL as someone or something says
among *(preposition)* OPAL in the group or number of
athlete *(noun)* a person who is good at sports, especially one who competes in events
history *(noun)* OPAL things that happened in the past
physical *(adjective)* OPAL connected with things that you do with your body
similar *(adjective)* OPAL the same in some ways but not completely the same

Oxford 3000™ words — OPAL Oxford Phrasal Academic Lexicon

ACADEMIC LANGUAGE
The corpus shows that the phrase ***according to*** is often used in academic writing. It refers to an article, a research study, or any other source of information.

OPAL Oxford Phrasal Academic Lexicon

1. _____ this website, Brazil has some of the best volleyball players in the world.
2. She's very interested in the _____ of the Olympic Games. She knows a lot about Olympic sports from many years ago.
3. _____ from over 90 countries compete in the Olympics.
4. It is important to get _____ exercise every day to stay healthy.
5. Cricket is _____ to baseball. They both play with a bat and a ball.
6. Many good athletes are _____ the people at my gym.

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iQ PRACTICE Go online for more practice with the vocabulary.
Practice › Unit 5 › Activities 6–7

B. PREVIEW Skim the blog post. Answer the questions.

1. What is the title of the post?
2. Who is the author of the post?
3. What is the post about?

C. QUICK WRITE Write the names of seven sports you know. Remember to use this section for your Unit Assignment.

WORK WITH THE READING

A. INVESTIGATE Read the blog and gather information about the difference between sports and exercise.

Home Sign in

PENA'S SPORTS BLOG

NEWS NEW POSTS SPORTS COMMUNITY

GAMES OR SPORTS

1 In the 2018 Pan Asian games, there were 42 sports. **Among** them were basketball, football, and bridge. What's bridge? It is a popular card game. There are four players. They sit at a table for about three hours and play cards.

2 To me, bridge is a game, not a sport. Many games can be sports. Tennis is a game and a sport. Cricket is a game and a sport. But some games are not sports, like bridge. A sport is **physical**. Bridge does not require the players to move their bodies with skill and effort. They are not **athletes**.

What do you think? What is a sport?

–Kevin Pena

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NEWS NEW POSTS SPORTS COMMUNITY

LEAVE A REPLY

ALBA Posted 36 minutes ago

3 Well, running is not a game, like tennis, but it is a sport. It is a physical activity that requires skill and effort. We know running is a sport. Just look at ancient **history**. Running was the first sport played at the Olympics, over 2,700 years ago.

Like Comment

BOB Posted 15 minutes ago

4 I don't think running is always a sport. Sometimes it's just exercise. When a person runs for exercise, it is not a sport. When a runner competes in a race, it is a sport. A sport is about competition. Someone wins and someone loses. That is why sports are exciting to play and watch. It's not exciting to watch someone exercise!

Like Comment

SAM Posted 10 minutes ago

5 I agree sports must be fun, but I don't think they always require physical effort. **According to** the Oxford English Dictionary, in the 1400s, *sport* was an activity people did for enjoyment, not work.

6 Falconry is a good example of this kind of sport. In falconry, a human trains a falcon to hunt[1]. Falconry does not require a lot of physical effort. The bird hunts, not the human. But falconry requires a lot of skill and practice.

7 For me, sports are all about fun. People talk about "working out" at the gym. They lift weights and run. That is work, not fun. I like the older idea of *sport*: a fun free-time activity that requires skill.

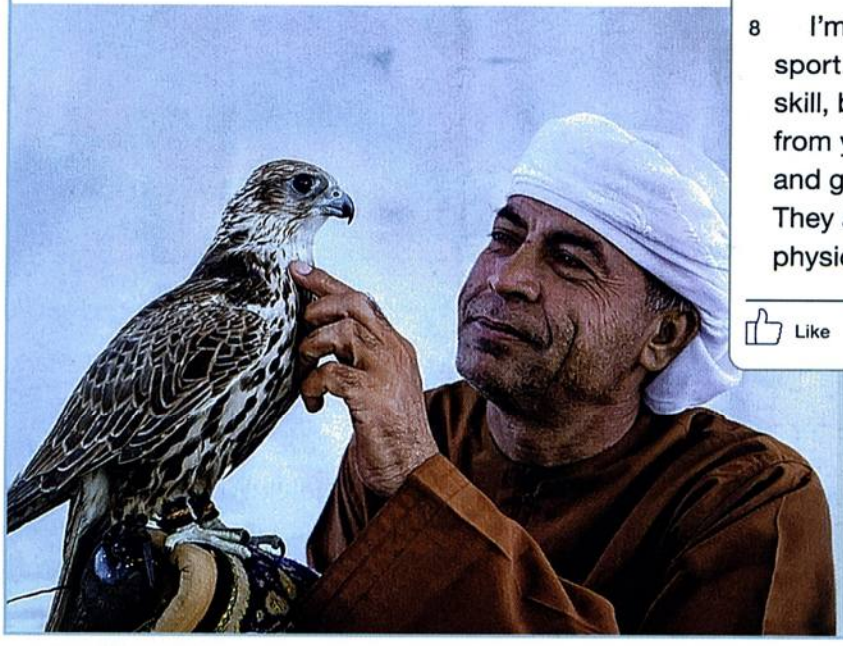
Like Comment

[1] **hunt:** to chase animals to kill them for food or sport

DANA Posted 7 minutes ago

8 I'm sure falconry is fun, but it is not a sport. I think falconry is an art. It requires skill, but it doesn't require any physical effort from you. On the other hand, tae kwon do and gymnastics are both arts AND sports. They are **similar** because they both require physical effort, skill, and training.

Like Comment



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B. IDENTIFY What makes something a sport? Check what each person says.

	Kevin	Alba	Bob	Sam	Dana
1. It's competitive.					
2. It requires physical effort.					
3. It requires skill.					
4. It's fun to watch.					
5. It's fun to do.					

Which people in Reading 2 do you agree with? Why? Tell a partner.

C. EXTEND The blog has examples of some activities that belong to more than one category. Give more examples. Compare your ideas with a partner.

Sport and game: tennis, cricket, _____

Sport and art: tae kwon do, gymnastics, _____

D. EXPLAIN Look at the pictures. Which activities are sports? Why? Why not?

weight lifting

figure skating

fishing

car racing

I think _____ is a sport because _____

_____.

I think _____ is not a sport because _____

_____.

E. SYNTHESIZE Now go back to your list of sports in the Quick Write on page 102. Do you still think they are all sports now? Why or why not?

iQ PRACTICE Go online for additional reading and comprehension.
Practice › Unit 5 › Activity 8

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WORK WITH THE VIDEO

A. PREVIEW Look at the photo. Have you ever tried skateboarding? What was it like? Is it difficult? Is it dangerous? Talk with a partner.

VIDEO VOCABULARY

longboard (n.) a skateboard that is big and long

hobby (n.) something you like doing in your free time

achieve (v.) to do or finish something well after trying hard

iQ RESOURCES Go online to watch the video about the skateboarding brothers Zion and Jax. *Resources › Video › Unit 5 › Unit Video*

B. EXPLAIN Watch the video two or three times. Answer the questions.

1. How old is Zion? _____
2. When did Zion start skateboarding? _____
3. When does Zion skate? _____
4. Where do you see Zion skate? _____
5. How many competitions did Zion win this year? _____
6. How old is the younger brother, Jax? _____
7. Does the father support his children with their hobby? _____
8. Does Zion get tired of skateboarding? _____

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C. DISCUSS Discuss the questions in groups.

1. Do you think children should play many different sports or just one? Why?
2. Do you think young children should compete in sports competitions? What are the reasons for and against?
3. Did you play a sport as a child? If so, which sports? How often did you play? What did you learn from playing sports as a child?

WRITE WHAT YOU THINK

SYNTHESIZE Think about Reading 1, Reading 2, and the unit video as you discuss these questions. Then choose one question and write a response.

1. What is the difference between sports and exercise?
2. What is the best sport in the world to do? Why?
3. What is the best sport in the world to watch? Why?

VOCABULARY SKILL The prefix *un-*

A **prefix** is a letter or group of letters at the beginning of a word. A prefix changes the meaning of a word. You can build your vocabulary by using prefixes. The prefix *un-* means "not." It gives an adjective the opposite meaning.

- exciting → **un**exciting (not exciting)

Only some adjectives can use the prefix *un-*:

- ✓ unhealthy
- ✗ unfun

If you are unsure, check a dictionary before adding *un-* to an adjective

iQ RESOURCES **Go online to watch the Vocabulary Skill Video.**
Resources › Video › Unit 5 › Vocabulary Skill Video

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A. INVESTIGATE Only some of these words can use *un-*. Look in the dictionary and find the words that use *un-*. Write the word with its prefix on the line. Write *not* + word for the other words.

1. boring not boring
2. friendly unfriendly
3. social _____
4. important _____
5. exciting _____
6. physical _____
7. likely _____
8. popular _____
9. similar _____
10. interesting _____

B. COMPOSE Write five sentences. Use adjectives from Activity A. Then read your sentences aloud to a partner.

1. _____
2. _____
3. _____
4. _____
5. _____

iQ PRACTICE Go online for more practice with the prefix *un-*.
Practice › Unit 5 › Activity 9

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WRITING

OBJECTIVE ▶ At the end of this unit, you will write a paragraph about your favorite sport. Your paragraph will include specific information from the readings and your own ideas.

WRITING SKILL Writing supporting sentences and details

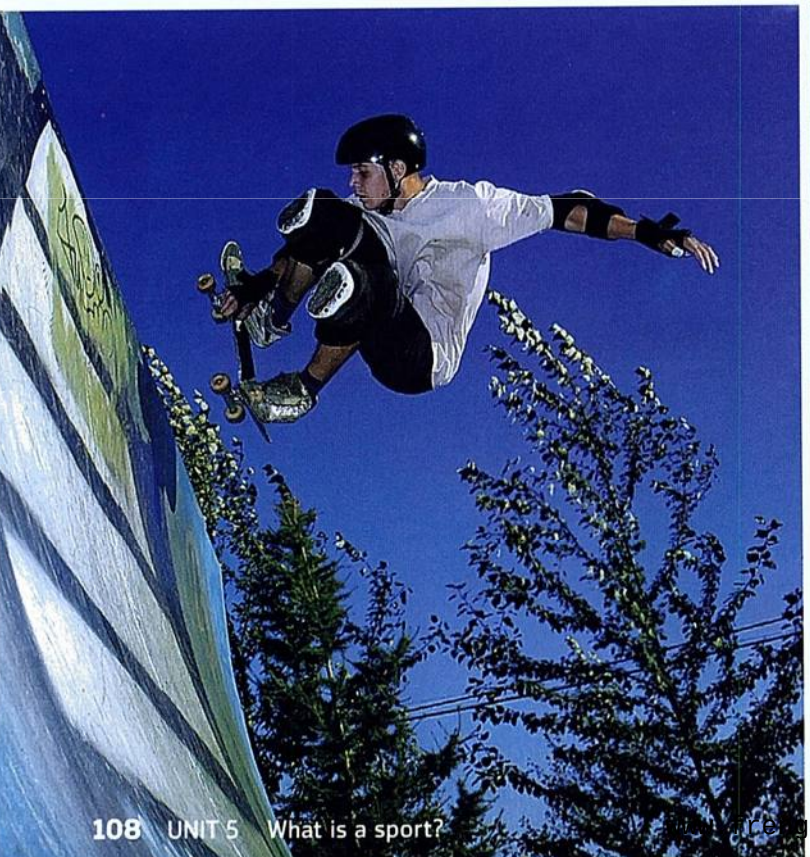
Supporting sentences support the idea in the topic sentence. They come after the topic sentence. A paragraph needs at least two or three supporting sentences. Often supporting sentences need an extra sentence with more **details**. These details give more information about the supporting sentence. Details can be examples, reasons, facts, dates, and numbers.

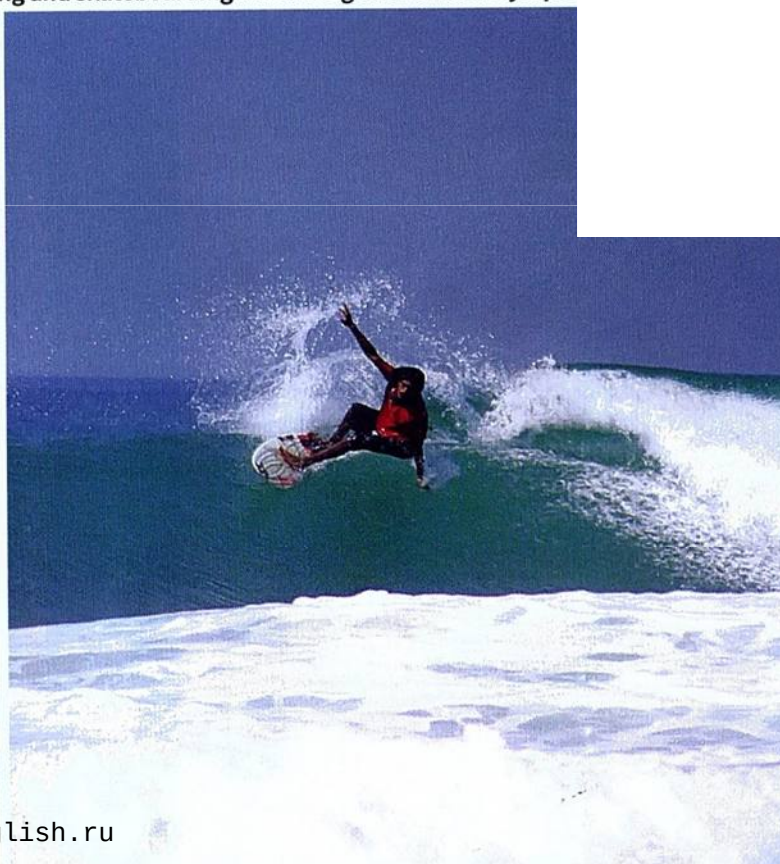
[**The topic sentence** is bold. SS is before each supporting sentence. D is before each detail.]

The Olympics have changed a lot in the last 2,500 years. SS The first Olympics had only one event—a running race. D This event was only one day. SS The first modern Olympics, in 1896, had nine sports. D They included running, swimming, cycling, and tennis, among others. SS Today, there are more than 57 Olympic sports. D These include taekwondo and skiing. SS There are new sports at each Olympics. D The newest Olympic sports include skateboarding and surfing.

It is good to write a list of every detail you can think of and then choose only the ones that support the paragraph topic.

Surfing and skateboarding are among the newest Olympic sports.





A. WRITING MODEL Write *SS* before each supporting sentence. Write *D* before each detail sentence.

1. **I like many different sports.** ___ My favorite sport is volleyball. ___ I play it every Saturday in the park with my friends. ___ I also like swimming. ___ I swim two times a week in the school pool. ___ I also like to watch cricket. ___ I watch it on TV with my family on Sunday afternoons.

2. **My favorite sport is running.** ___ It is excellent aerobic exercise. ___ In just a half hour, I get a good workout. ___ I can do it anywhere. ___ I usually run in the park, but sometimes I just run in my neighborhood. ___ Every year, I run in a race. ___ Training makes me a better runner.

3. **I enjoy playing table tennis.** ___ Table tennis is a great sport because it's easy to learn. ___ All you need is a friend to play with and a tennis table. ___ I play table tennis at a club in my neighborhood. ___ The club is very close to our school. ___ I play three times a week. ___ I meet my friends, and we play for an hour to relax before we study.

4. **Baseball is a great sport to play and watch.** ___ It is a team sport. ___ There are nine players on each team. ___ Baseball is an outdoor sport, so it is played in spring and summer. ___ The game has no time limits, so games can be very long. ___ In 1984, one game lasted eight hours and six minutes!

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B. EVALUATE Read the supporting sentences (SS) and the details (D). Cross out the detail that does not belong.

1. SS: Golf started in Scotland about 800 years ago.

   D: Scottish kings and queens played golf in the 1500s.

   D: The word *golf* means "stick."

   D: One king banned golf because people played it too much.

2. SS: In the 1800s, the English brought golf to Japan.

   D: The first Japanese golf club was formed in 1903.

   D: In 2016, golf became an Olympic sport.

   D: Today, Japan has 2,400 golf courses.

3. SS: Soccer is the most popular sport in the world.

   D: Thirty-two countries compete in the World Cup.

   D: It is played in over 200 countries around the world.

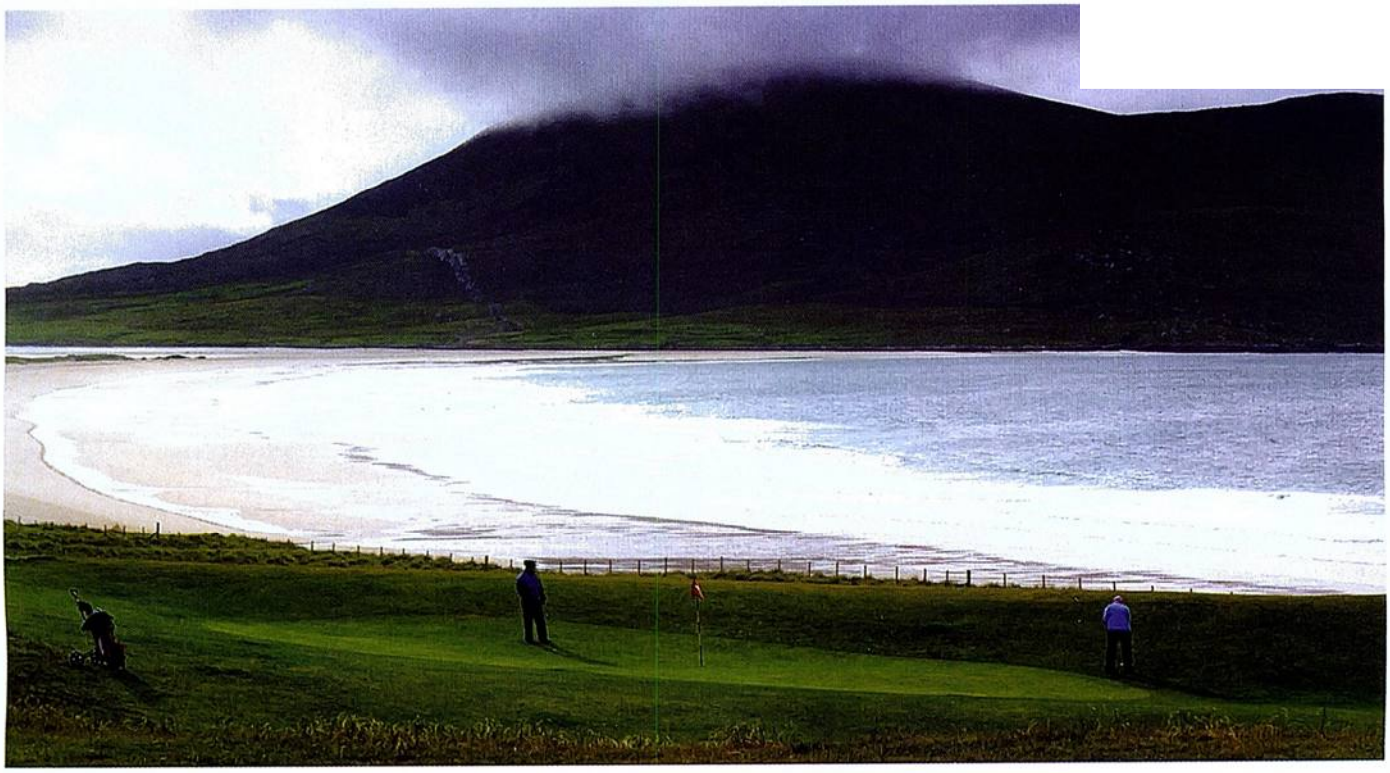
   D: Over 720 million people watch the final game of the World Cup.

4. SS: Car racing is a competitive sport.

   D: There are many different types of race cars.

   D: Drivers need to be physically fit.

   D: It requires a lot of skill.



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C. IDENTIFY Read each topic sentence. Then choose the best supporting sentences from the box below. Write them on the lines. Do not write details yet.

1. Sports are very popular today.

   Supporting sentence: _____

   Detail: _____

   Supporting sentence: _____

   Detail: _____

2. Many people don't know the history of their favorite sports.

   Supporting sentence: _____

   Detail: _____

   Supporting sentence: _____

   Detail: _____

Supporting sentences

Some sports are new.
Some people like to play sports in their free time.
Other people prefer to watch sports on TV.
Other sports have existed for a long time.

D. IDENTIFY Choose the best detail from the box for each supporting sentence in Activity C. Write the details on the lines in Activity C.

Details

It's easy to play sports anywhere—in the park, on the street, or at school.
Skateboarding, for example, only started in the 1950s.
They can watch sports at home, at restaurants, or even on their phones.
People have played different forms of soccer for at least 2,000 years.

iQ PRACTICE Go online for more practice with writing supporting sentences and details. *Practice › Unit 5 › Activity 10*

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GRAMMAR Prepositions of location

The prepositions *on, in,* and *at* are **prepositions of location.** They describe where something or someone is.

in with large areas such as continents, countries, and cities

- in Africa
- **in** China
- **in** Dubai

in with the meaning of inside

- **in** a store
- **in** a box
- **in** a room

at with these places

- **at** work
- **at** home
- **at** school

at when talking about specific places

- We went to a game **at** Soccer City.
- Let's play tennis **at** the club.

on with surfaces

- **on** a street
- **on** a court
- **on** a field

on with most large forms of transportation

- **on** a plane
- **on** a train
- **on** a bus

A. APPLY Complete each sentence with the preposition *in, at,* or *on.*

1. Many students travel _____ buses for hours to play sports in other towns.
2. Basketball and tennis are played _____ a court.
3. Many students play team sports _____ school.
4. Falconry is a popular sport _____ England and Saudi Arabia.
5. Some employees exercise _____ work.
6. _____ North America and Australia, *football* is called *soccer*.
7. The 2022 Winter Olympics are _____ Beijing.
8. Baseball, cricket, and soccer are played _____ a field.

B. APPLY Complete each sentence with a preposition and a place.

1. I exercise _____.
2. I do my homework _____.
3. I work _____.
4. I play _____ with my friends _____.

iQ PRACTICE Go online for more practice with prepositions of location.
Practice › Unit 5 › Activity 11

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iQ PRACTICE Go online for the Grammar Expansion: prepositions of time. *Practice › Unit 5 › Activity 12*

UNIT ASSIGNMENT **Write a paragraph about your favorite sport**

OBJECTIVE ▸ In this assignment, you are going to write a paragraph about your favorite sport. As you prepare to write, think about the Unit Question, "What is a sport?" Use information from Reading 1, Reading 2, the unit video, and your work in this unit to support your paragraph. Refer to the Self-Assessment checklist on page 114.

iQ PRACTICE Go online to the Writing Tutor to read a model paragraph. *Practice › Unit 5 › Activity 13*

PLAN AND WRITE

A. BRAINSTORM Answer the questions.

1. Think about your favorite sport.

   What is my favorite sport? _____

   Why do I like it? _____

2. Talk about your favorite sport with a classmate. Ask and answer detailed questions, such as:

   What is the sport? Why do you like it?

   When and where do you play or watch the sport?

   Do you have a favorite team or player? Who? Why?

B. PLAN Write a topic sentence, supporting sentences, and details about your favorite sport. Use vocabulary words from the unit when you can.

Topic sentence: My favorite sport is _____.

Supporting sentence: I like it because _____.

Detail: _____.

Supporting sentence: _____.

Detail: _____.

Supporting sentence: _____.

Detail: _____.

iQ RESOURCES Go online to download and complete the outline for your paragraph. *Resources › Writing Tools › Unit 5 › Outline*

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C. WRITE Use your planning notes from Activity B to write your paragraph.

1. Write a clear topic sentence, supporting sentences, and details that support your main idea.
2. Look at the Self-Assessment checklist to guide your writing.

iQ PRACTICE Go online to the Writing Tutor to write your assignment.
Practice › Unit 5 › Activity 14

REVISE AND EDIT

iQ RESOURCES Go online to download the peer review worksheet.
Resources › Writing Tools › Unit 5 › Peer Review Worksheet

A. PEER REVIEW Read your partner's paragraph. Then use the peer review worksheet. Discuss the review with your partner.

B. REWRITE Based on your partner's review, revise and rewrite your paragraph.

C. EDIT Complete the Self-Assessment checklist as you prepare to write the final draft of your paragraph. Be prepared to hand in your work or discuss it in class.

SELF-ASSESSMENT	Yes	No
Does the paragraph have supporting sentences to explain the topic sentence?	☐	☐
Does the paragraph have details such as examples, reasons, facts, dates, and numbers?	☐	☐
Do you use the prepositions of location *in, on,* and *at* correctly to describe where people play the sport?	☐	☐
Does the paragraph include vocabulary from the unit?	☐	☐
Does every sentence begin with a capital letter and end with a period?	☐	☐
Does your paragraph include vocabulary from the unit?	☐	☐
Is the spelling correct?	☐	☐

D. REFLECT Discuss these questions with a partner or group.

1. What is something new you learned in this unit?
2. Look back at the Unit Question—What is a sport? Is your answer different now than it was when you started the unit? If yes, how is it different? Why?

iQ PRACTICE Go to the online discussion board to discuss the questions.
Practice › Unit 5 › Activity 15

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TRACK YOUR SUCCESS

iQ PRACTICE **Go online to check the words and phrases you have learned in this unit.** ***Practice > Unit 5 > Activity 16***

Check (✓) the skills and strategies you learned. If you need more work on a skill, refer to the page(s) in parentheses.

CRITICAL THINKING ☐ I can evaluate sources. (p. 98)

READING ☐ I can identify supporting sentences and details. (p. 99)

VOCABULARY ☐ I can recognize and use the prefix *un-*. (p. 106)

WRITING ☐ I can write supporting sentences and details. (p. 108)

GRAMMAR ☐ I can recognize and use prepositions of location. (p. 112)

OBJECTIVE ▶ ☐ I can gather information and ideas to write a paragraph about my favorite sport.

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6 Communication

READING identifying pronoun referents
CRITICAL THINKING justifying your opinion with reasons
VOCABULARY collocations
WRITING writing concluding sentences
GRAMMAR infinitives of purpose

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UNIT QUESTION

Is choice always a good thing?

A Discuss these questions with your classmates.

1. When you can choose between two or more things, you have a choice. In the picture, the customers have many choices. What are some choices you have every day?
2. How do you decide what to choose?

B. Listen to *The Q Classroom* online. Then complete the chart.

Is choice always a good thing?		
	Yes	No
Felix	☐	☐
Sophy	☐	☐
Marcus	☐	☐
Yuna	☐	☐

iQ PRACTICE Go to the online discussion board to discuss the Unit Question with your classmates. ***Practice > Unit 6 > Activity 1***

UNIT OBJECTIVE

Read the articles. Gather information and ideas to write an opinion paragraph about when choice is a good thing.

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READING 1 Too Much Information, Too Many Choices

OBJECTIVE ▶ You are going to read an article about how people make shopping decisions. Use the article to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

A. VOCABULARY Here are some words from Reading 1. Read the sentences. Then write each underlined word next to the correct definition.

Salesperson: May I help you?

Customer: Yes. I want to buy a watch, but I don't know which one. Can you recommend one?

Salesperson: Well, as you can see, we have a variety of watches! You have many choices.

Customer: What are your most popular products?

Salesperson: This watch here is very popular. You can swim with it. It has email and the Internet.

Customer: And what is the purpose of that button?

Salesperson: This connects you to our company. You need a plan with our company in order to use the watch.

Customer: Wow! Buying a watch is not so simple anymore!

1. _____ *(verb)* to tell someone that a person or thing is good or useful
2. _____ *(noun)* a person who buys things from a store or business
3. _____ *(noun)* the things that you can choose from
4. _____ *(noun)* something that a company makes to sell
5. _____ *(noun)* the reason for something
6. _____ *(noun)* a lot of different things
7. _____ *(adjective)* easy to do or understand
8. _____ *(prepositional phrase)* so that it is possible to do something

iQ PRACTICE Go online for more practice with the vocabulary.
Practice › Unit 6 › Activities 2–3

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B. PREVIEW Read the title of the article and look at the photos. What do you think the title means by *too many choices*?

C. QUICK WRITE How do you feel when you go into a store and find a lot of choices? How do you decide which product to buy? Write a few sentences. Remember to use this section for your Unit Assignment.

WORK WITH THE READING

A. INVESTIGATE Read the article and learn about how much information people need to make good decisions.

TOO MUCH INFORMATION, TOO MANY CHOICES

1 You go to the store to buy toothpaste. How many different kinds of toothpaste do you see? Five or six? Not today. Nowadays top toothpaste companies each produce up to 35 different types!

2 After several minutes of studying all the **varieties**, you finally choose one, but you might not be happy with your decision. Why? There were too many varieties. Maybe you missed important information. Maybe there was a better **product** you didn't see. You made a decision, but maybe it wasn't the best decision.

3 Sometimes, shoppers decide not to buy anything at all. In one study, salespeople offered **customers** a taste of six kinds of jam[1]. On a different day, they offered 24 kinds of jam. The people with a **choice** of only six jams were ten times more likely to buy one (Iyenger & Lepper, 2000). Why? With 24 choices, it was too hard to decide.

4 Why is there so much variety in today's stores? Shoppers like a variety of choices, and businesses know that shoppers pay more for special products. Shoppers like products that are made for a special **purpose**; for example, a toothpaste to make your teeth white or a toothpaste to make your teeth strong. Companies make many different products **in order to** meet many different customer needs.

5 How do shoppers decide which product to buy? They look for more information in order to make a good decision. Businesses know customers want information, so they give it online. They give it in stores. They give it in product labels. Shoppers spend hours online. They research products and compare prices. They are "smart shoppers." They believe that smart shopping decisions require a lot of information.

[1] **jam:** cooked fruit to put on bread

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6 What is the result? Shoppers are stressed because there's too much information. Our brains don't think a little; they think a lot, always. Studies show that the human brain does not know what information is important. It gives the same importance to all information. A small decision gets the same brain attention as a big decision. Shopping becomes difficult and tiring.

7 Shoppers want choices, and they also want to know they are making the right choice. How can companies meet both needs? They can stop giving so much information and start asking more questions. First, businesses can ask the customer, "Who are you? What do you need?" Then they can **recommend** a few products. This way they help customers make good decisions.

8 Studies show that a **simple** product decision makes the customer happier. When a customer knows she made the best choice, she becomes a return customer; she returns to buy the brand[2] again and again. This happy customer also recommends the brand to friends and family. The company gets many return customers and a good name. Today, in order to sell more, give customers a little less information.

[2] **brand:** the name of a product

References

Iyengar, S.S., & Lepper, M.R., (2000). "When Choice is Demotivating: Can One Desire Too Much of a Good Thing?" *Journal of Personality and Social Psychology*, 79(6), 995-1006

B. IDENTIFY Circle the main idea of the article.

1. There are many shopping choices today.
2. It is difficult to make a decision when there are many choices.
3. Customers like choices.
4. Shopping today is fun because there are so many choices.

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C. IDENTIFY Read the questions. Check (✓) all the reasons, according to the article.

1. There are many different products today. Why?
   - ☐ People pay more for special products.
   - ☐ Shoppers like to comparison-shop.
   - ☐ Shoppers like to have choices.
2. There are too many choices for shoppers. Why is this a problem?
   - ☐ Shoppers don't know what they want.
   - ☐ Shoppers don't know if they are making the best choices.
   - ☐ Sometimes shoppers don't buy anything at all.
3. Shopping today is difficult and tiring. Why?
   - ☐ A small decision is as much work as a big decision.
   - ☐ There are no good products.
   - ☐ There is too much information.
4. How can companies make shopping easier?
   - ☐ They can give less information.
   - ☐ They can ask questions to help the customer decide.
   - ☐ They can reduce the variety of products they sell.

D. EXPLAIN Answer the questions. Write the paragraph number where the information is found.

1. What is a "smart shopper"?

   _____ ___

   _____

2. Why are shoppers stressed?

   _____ ___

   _____

3. Why are customers happier when they have simple shopping decisions?

   _____ ___

   _____

E. SYNTHESIZE Look back at your Quick Write on page 119. Is choice always a good thing? Add any new information you learned from the reading.

iQ PRACTICE Go online for additional reading and comprehension.
Practice › Unit 6 › Activity 4

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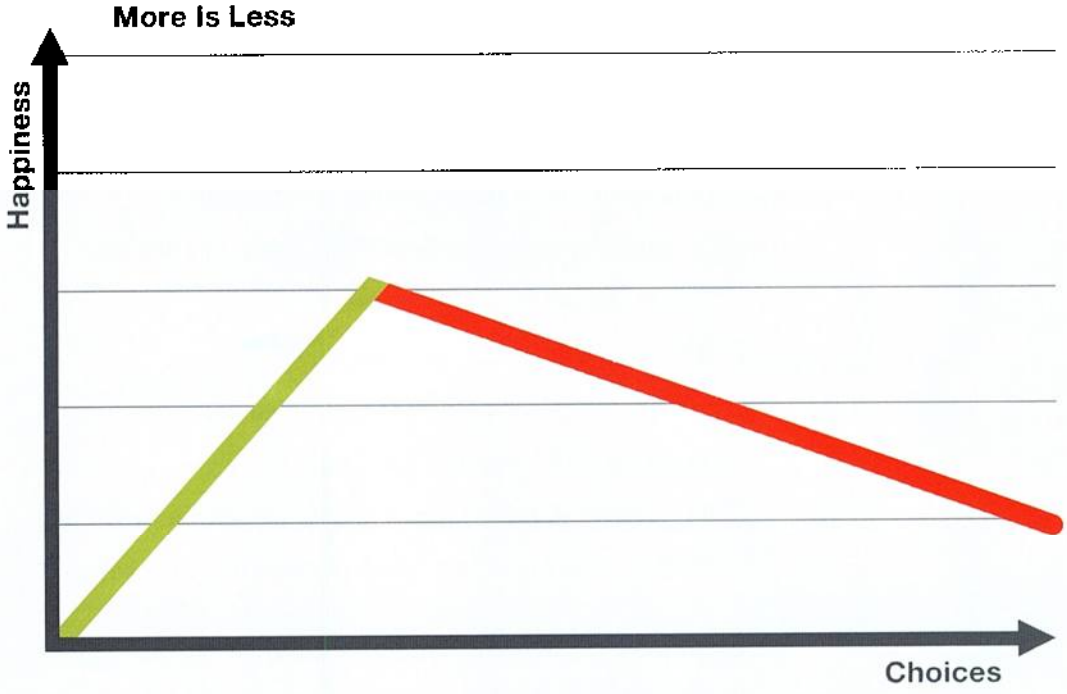
WRITE WHAT YOU THINK

A. DISCUSS Discuss the questions in a group. Think about the Unit Question, "Is choice always a good thing?"

1. Look at the graph. What does the title mean? Do you agree? Why or why not?
2. According to the article, why is choice a good thing? Find two reasons.
3. According to the article, why is choice a bad thing? Find two reasons.



B. IDENTIFY Choose one of the questions from Activity A and write a response. Look back at your Quick Write on page 119 as you think about what you learned.

Question: ___

My response: _____

_____

_____

_____

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READING SKILL Identifying pronoun referents

Pronouns take the place of nouns.

✓ Bill says **he** is coming here tomorrow. (subject pronoun)
✗ Bill says **Bill** is coming here tomorrow.

✓ Bill says to call **him** this evening. (object pronoun)
✗ Bill says to call **Bill** this evening.

Subject pronouns	Object pronouns
I	me
you	you
he	him
she	her
it	it
we	us
they	them

To understand a pronoun, identify the noun it refers to, its ***referent***.

- Look for a noun that comes **before** the pronoun.

  The computer doesn't work. It doesn't turn on.

- Look for a noun that **agrees with** the pronoun in gender and number.

  Aisha shops online a lot. She doesn't like going to the store.

  We are good customers. The salespeople like us.

  My brother got a new job! The company called him today.

Note: If there are two or more possibilities, read the sentences very carefully to find the correct referent.

My friends enjoy shopping for cars, but they don't ever buy **them**.

It does not make sense for *friends* to be the object of *buy*. In this sentence, *them* refers back to *cars*.

iQ RESOURCES **Go online to watch the Reading Skill Video.**
Resources > Video > Unit 6 > Reading Skill Video.

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A. IDENTIFY Read the sentences and look at the pronouns in bold. Circle the noun that the pronoun refers to.

1. People say **they** don't like having so many choices.
2. This product is expensive, but **it** will change your life.
3. Customers like choices, but **they** don't like too many!
4. My mother called me from the store. **She** didn't know which milk I wanted.
5. Mr. Lee always wears white shirts. He buys **them** online.

B. IDENTIFY Read the paragraphs and look at the pronouns in bold. Then circle the noun that each pronoun refers to.

1. Ali is shopping for his family. His daughter asked **him** to buy shampoo. There are many choices, and Ali chooses one. The shampoo doesn't smell good, and **she** doesn't like **it**.
   a. **him:** Ali / family / daughter
   b. **she:** Ali / daughter / shampoo
   c. **it:** Ali / daughter / shampoo
2. Jenny likes to shop at small clothing stores. "**They** have fewer choices than the big stores," she says, "but it's easier for me to find things I like. The owner of my favorite store is very helpful. Last week I needed a dress, and **she** recommended one. I bought **it**, and it's perfect!"
   a. **They:** choices / small stores / big stores
   b. **she:** Jenny / owner / dress
   c. **it:** store / owner / dress
3. Companies need to stop giving customers so many choices. **They** should ask **them** about their needs. Then the company can recommend a product, and the customer will know **it** is the right choice.
   a. **They:** companies / choices / customers
   b. **them:** companies / choices / customers
   c. **it:** product / customer / company
4. These days, shoppers research products on the Internet. **They** get too much information. **It** makes **them** unhappy about their final choice.
   a. **They:** days / shoppers /products
   b. **It:** Internet / products / too much information
   c. **them:** shoppers / products / choice

iQ PRACTICE Go online for more practice with identifying pronoun referents.
Practice › Unit 6 › Activity 5

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READING 2 Making Medical Decisions

OBJECTIVE ▶ You are going to read an Internet forum about medical decisions. Use the Internet forum to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

A. VOCABULARY Here are some words from Reading 2. Read their definitions. Then complete each sentence.

avoid *(verb)* 🔑 OPAL to try not to do something
expert *(noun)* 🔑 OPAL someone with special skills or knowledge about something
opinion *(noun)* 🔑 what you think about something
relationship *(noun)* 🔑 OPAL the way people or groups feel about each other
respect *(verb)* 🔑 OPAL to think good things about someone
treatment *(noun)* 🔑 OPAL things that a doctor does to try to make a sick person well again
trust *(verb)* 🔑 to believe a person is good and will not hurt you in any way

🔑 Oxford 3000™ words OPAL Oxford Phrasal Academic Lexicon

1. I don't agree with your _____. You think this information is important, but I don't.
2. I _____ my father very much. I want to be like him.
3. Jane and Ahmad have a good _____. They take care of each other.
4. I try to _____ dangerous situations. That's why I don't go out after 11 at night.
5. She is an excellent doctor. You can _____ her.
6. Sam was very sick, but he got the _____ he needed in the hospital. Now he's all better.
7. Shahad knows everything about computers. She's an _____.

iQ PRACTICE **Go online for more practice with the vocabulary.**
Practice › Unit 6 › Activities 6–7

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TIP FOR SUCCESS
Internet forums are good places to practice writing in English. Many English language students do this. Don't worry about mistakes. People only want to know what you think.

B. PREVIEW Look at the postings on the Internet forum. How many people respond to Sami's question?

C. QUICK WRITE How much choice should a doctor give a patient? Write a few sentences. Remember to use this section for your Unit Assignment.

WORK WITH THE READING

A. IDENTIFY Read the Internet forum and gather information about how much information people need to make good decisions.

Sign in

Home About Contact Forum

MAKING MEDICAL DECISIONS

Sami 3 days ago	Our father has a lot of pain in his back. A friend recommended an excellent back doctor. We went with my father to see the doctor. He said our father has a serious back problem. He recommended surgery[1]. He said the surgery is easy and my father should be OK in a few months. We asked if there were other **treatments**, and he said, "There are other possibilities, but surgery is the best choice." Later we went online and found a lot of information about back problems. There are a lot of different treatments. I spoke to a friend who is a doctor. She recommended my father **avoid** surgery. She told us that surgery can be dangerous. She also recommended we change doctors. She said we need a doctor who explains all the possible treatments to his patients. Our father likes this doctor. He **trusts** him. But we are worried that this doctor is not giving us enough information to make the best choice. Should we change doctors? Or should we trust that this doctor knows best?
Ali M. 2 days ago	Change doctors! You need to know everything in order to make the right decision.
Ellen C. 2 days ago	Listen to your doctor. He recommended surgery. He is the medical **expert**. You pay him for his **opinion**.
Scott M. 2 days ago	This is an important medical decision. Your father needs to know the possible dangers of surgery. The doctor is not giving your family the information you need.
Sima N. 2 days ago	You cannot understand all the medical choices on your own. It is the doctor's job to explain all medical treatments. It is the doctor's job to help you make the best choice. If he doesn't answer your questions, change doctors.
Barbara V. 2 days ago	Your father has a good **relationship** with his doctor. He trusts him. Trust is very important between doctor and patient. If your father trusts his doctor, he will follow his treatment plan and get better faster.

[1] **surgery:** cutting a person's body to take out or repair a part inside

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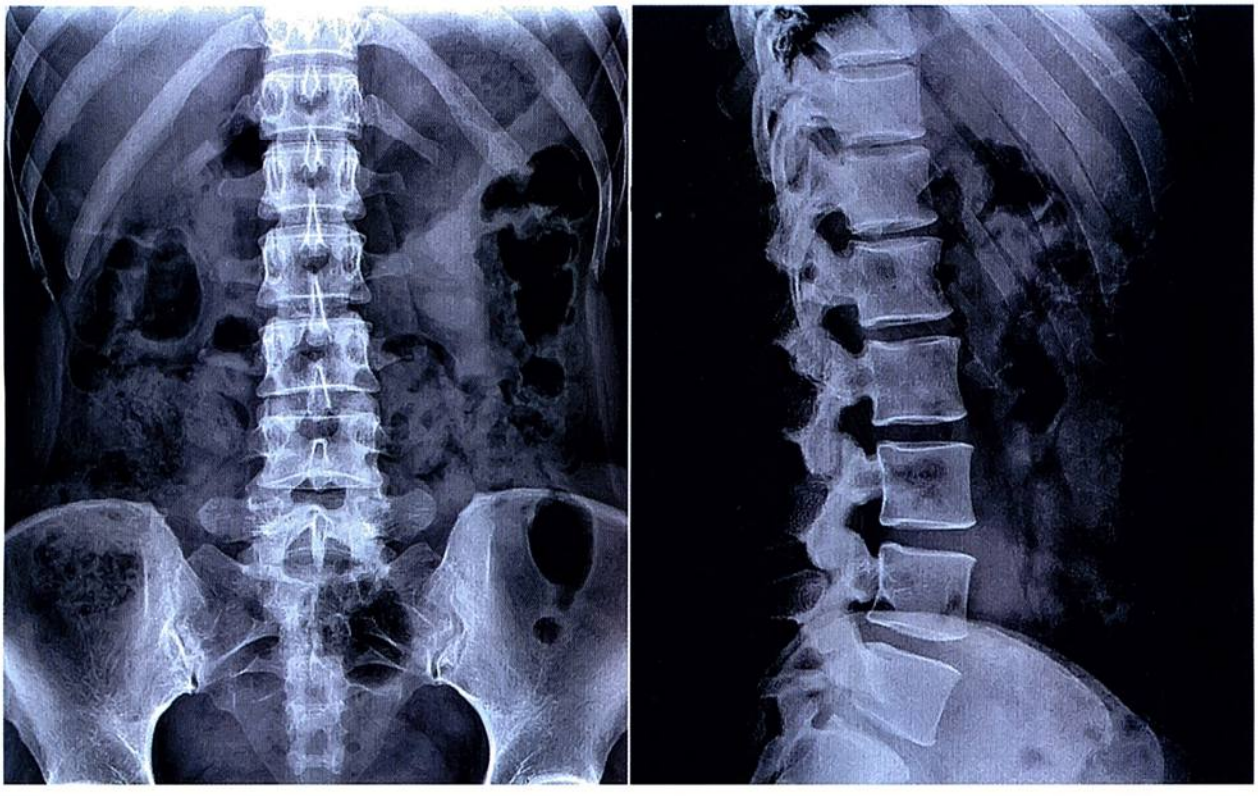
Carl B. 3 days ago	Your father is an adult. His doctor should talk to him as an adult. The doctor needs to **respect** your father. He should explain your father's choices.
Anna E. 3 days ago	Medicine is not perfect. The doctor should explain that surgery can be dangerous. Find a doctor who will tell you everything.
Omar S.	Your father is not worried, and the doctor is not worried, so you should not worry. You need to trust the doctor. You have too much information. It is hurting your relationship with the doctor.



B. IDENTIFY What is Sami's main question? Check (✓) the correct answer.

- ☐ 1. What are the dangers of surgery?
- ☐ 2. Is it good to do research on the Internet?
- ☐ 3. Should his family trust the doctor?
- ☐ 4. What are all the possible treatments for a back problem?

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C. CATEGORIZE Read the statements. Write *T* (true) or *F* (false). Then correct the false statements.

___ 1. Someone recommended the doctor.

___ 2. The doctor recommended surgery.

___ 3. Surgery is the only treatment.

___ 4. Sami's father trusts the doctor.

___ 5. Sami trusts the doctor.

___ 6. The doctor explained all possible treatments to the family.

___ 7. Sami got information on the Internet.

D. INTERPRET Should the doctor explain everything? Read each person's opinion again and check (✓) *Yes* or *No*.

	Yes	No
1. Ali M.	☐	☐
2. Ellen C.	☐	☐
3. Scott M.	☐	☐
4. Sima N.	☐	☐
5. Barbara V.	☐	☐
6. Carl B.	☐	☐
7. Anna E.	☐	☐
8. Omar S.	☐	☐

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CRITICAL THINKING STRATEGY

Justifying your opinions

To **justify** your opinion is to support your opinion with reasons. It is not enough to say your opinion. Explain why you think so. To justify your opinion, ask yourself *Why?*

Opinion	Reason (Why?)
The doctor should explain everything.	It's the doctor's job to explain all treatments.
The doctor shouldn't explain everything.	Too much information can confuse patients.

iQ PRACTICE Go online to watch the Critical Thinking Video and check your comprehension. ***Practice > Unit 6 > Activity 8***

E. EVALUATE Check (✓) the reasons that support this opinion:

Sami should trust the doctor.

- ☐ 1. He needs to know everything in order to make the right decision.
- ☐ 2. The doctor is the medical expert.
- ☐ 3. His father needs to know the possible dangers of surgery.
- ☐ 4. It is the doctor's job to explain all medical treatments.
- ☐ 5. The doctor should say that surgery can be dangerous.
- ☐ 6. A doctor knows which information is important to the patient.

F. DISCUSS Discuss the questions in a group.

1. Which person in Reading 2 do you agree with? Why?
2. Do you think more information will help Sami and his family make a decision? Or will more information make the decision harder for them? Why?
3. How much choice should a doctor give a patient? Should the patient make the final decision? Why? Why not?

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WORK WITH THE VIDEO

A. PREVIEW Do you like to shop online? Why? Why not?

VIDEO VOCABULARY

elsewhere (adv.) in or to another place

outweigh (v.) to be greater or more important than something

revolutionize (v.) to change something completely, usually making it better

rewind (v.) to make a video or music tape go backward

iQ RESOURCES Go online to watch the video about Internet shopping.
Resources › Video › Unit 6 › Unit Video

B. CATEGORIZE Watch the video two or three times. Take notes in part 1 of the chart.

	Advantages of Internet shopping	Disadvantages of Internet shopping
1. Notes from the video		
2. My ideas		

C. EXTEND What are other advantages or disadvantages to Internet shopping? Write your ideas in part 2 of the chart above.

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WRITE WHAT YOU THINK

SYNTHESIZE Think about Reading 1, Reading 2, and the unit video as you discuss the questions. Then choose one question and write a response.

1. Do you trust a doctor more when he or she gives you more information and more choices? Do you trust a company more when it gives you more product information and more choices? Why? Why not?
2. Is it easier to make shopping decisions when shopping online? Why or why not?
3. How can doctors and businesses help people make good decisions?

VOCABULARY SKILL Collocations

Collocations are words that often go together.

✓ make food	✓ do homework
✗ do food	✗ make homework

Do food and *make homework* are possible grammatically, but speakers do not use these words together. *Make food* and *do homework* are the collocations that we use. Learning collocations will help you speak and write more naturally.

TIP FOR SUCCESS
You can use a collocations dictionary to help you learn common collocations. You can also find collocation information in most dictionaries.

A. IDENTIFY Complete the collocation in each sentence with a word or phrase from the box. These collocations are in Readings 1 and 2.

a decision	needs	questions	studies
hours	online	relationship	

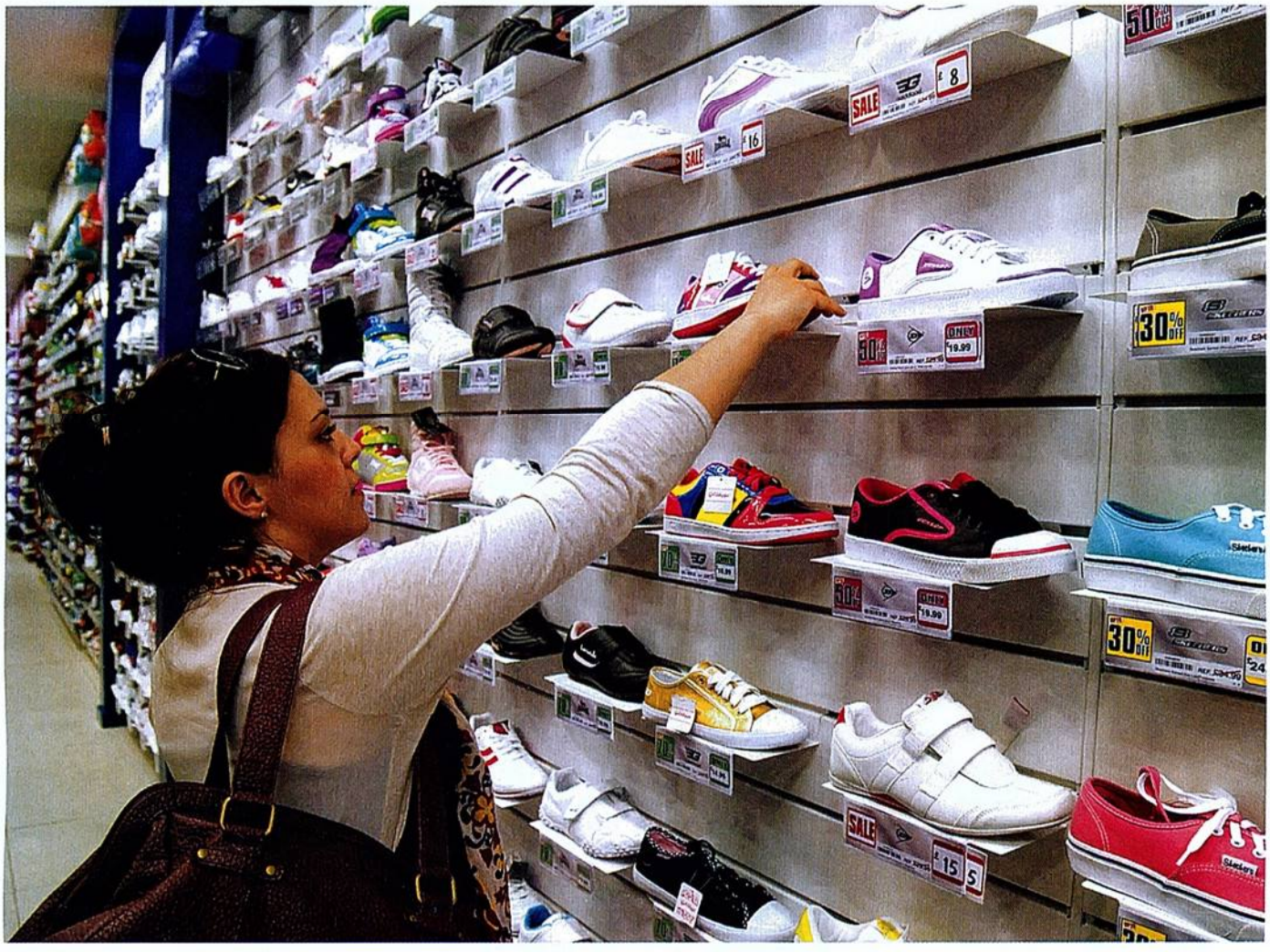
1. I sometimes go _____ to research products.
2. All of the choices are good, but I need to make _____.
3. It's important that teachers meet the _____ of the students in their classes.
4. _____ show that people are happier when they have fewer choices.
5. It's important to ask _____ before making a medical decision.
6. My brother spends _____ looking for information online.
7. My father and I have a good _____.

B. COMPOSE Look at more collocations from Readings 1 and 2. Write a sentence using each collocation.

a good decision	a serious problem	a medical expert
friends and family	the best choice	a big decision

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.
6. _____.

iQ PRACTICE Go online for more practice with collocations.
Practice › Unit 6 › Activity 9



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WRITING

OBJECTIVE ▶ At the end of this unit, you will write an opinion paragraph about whether choice is always a good thing. Your paragraph will include specific information from the readings and your own ideas.

WRITING SKILL Writing concluding sentences

A good **concluding sentence** closes the paragraph. Sometimes it tells the reader the main idea again.

> Sometimes it's best not to have a lot of information. Having too much information makes it hard for us to make decisions. We don't know which information is important and which is not. We can make bad decisions. There are times when it's better to have less information.

Note: Concluding sentences are important in long paragraphs. Sometimes, concluding sentences are not necessary in short paragraphs.

A. WRITING MODEL Complete each model paragraph with the correct concluding sentence from the box.

Choice lets us be happier.
With trust and respect, we can make the right decision together.
For happier customers, businesses should offer fewer choices.
You need to reduce your choices to make a good decision.
In the end, it is the patient's choice.

1. Today, the patient, not the doctor, needs to make difficult medical decisions. Patients know themselves better than the doctors do. They know their bodies. The patients, not the doctors, feel the results of each medical decision.

_____

ACADEMIC LANGUAGE
The phrase ***this means that*** is commonly used in academic writing to explain something.

OPAL
Oxford Phrasal Academic Lexicon

2. Studies show that customers are more likely to buy a product if there are fewer choices. This means that it is good business to make customer choices simple. People like the idea of more choice, but more choice makes the decision to buy a product more difficult.

_____

3. Choice is always a good thing. With choice, we can live the way we want. No one is the same. We all have different needs. What makes one person happy is not the same for everyone.

_____

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4. I believe the patient needs to know everything. As a doctor, I need to explain all the possible treatments. I also believe I need to listen to the patient. I should help the patient make the best choice.

_____

5. This is the best way to choose a wedding dress. Try on only ten dresses. Then choose the top three. Try on the three dresses again. Then choose your favorite of those three dresses. It's easier to choose one out of three than to choose one out of ten.

_____

B. EVALUATE Choose the best concluding sentence for each paragraph.

1. Too much online research can make our decision-making more difficult. There is too much information online. We can't tell which information is important and which is not. Experts suggest we research on only three websites.

   a. That way, we will not get too much information.

   b. If we still cannot make a decision, we can look at one or two more sites.

2. Do not try to make a big decision after making many small decisions. The human brain uses as much energy for small decisions as it does for big decisions. It gets tired. When we are tired, we are likely to make a bad decision.

   a. You need to make good small decisions.

   b. You need energy to make a good decision.

3. There is no perfect product. With the variety of products today, we can never know we made the best choice. There is always another product that might be better.

   a. Companies make new products all the time.

   b. It is impossible to find the best choice.

4. The doctor knows best. The doctor is the expert. The doctor has years of education and medical experience. Patients need to trust their doctor's decisions. They need to follow the doctor's treatment plan.

   a. Patients should let doctors make the medical decisions.

   b. Patients should take their medicine.

5. Businesses like airlines and car companies offer choices to increase their prices. They start with a simple product with a low price. The customer is interested. Then they add extras to make the product nicer. The price increases.

   a. Choice is the business secret to making more money.

   b. Customers like simple products.

C. SYNTHESIZE Write a concluding sentence for each paragraph.

1. We need more time to think and fewer decisions to make. Nowadays, we make decisions every minute of the day. There is not enough time to think about every choice, so we make fast decisions. The result is bad decisions.

_____

2. Coffee shops know customers love choice. They offer a variety of different coffees. They can be hot or cold, large or small, sweet or not. Every customer feels special. The customer is happy to pay more for that special drink.

_____

3. I believe stores change product names and numbers, so shoppers cannot compare them. For example, you can find the same washing machine in different stores. But each store gives the washing machine a different name and number. It is impossible to compare the washing machines and make a good choice.

_____

4. Shoppers who want to make the best choice are often less happy about their final decisions. They worry they chose the wrong product. People who decide that a product is good enough are usually happier. They don't worry they made a mistake. They know there may be better products, but they don't worry about it.

_____

iQ PRACTICE Go online for more practice with writing concluding sentences.
Practice > Unit 6 > Activity 10

GRAMMAR Infinitives of purpose

Infinitives to show purpose

You can use an infinitive to give a purpose for someone's action. An **infinitive of purpose** explains why someone does something.

- She talks to her doctor **to get** help. (Why does she talk to her doctor? Her purpose is to get help.)
- They went online **to find** information. (Why did they go online? Their purpose was to find information.)
- They watch TV **to relax**. (Why do they watch TV? Their purpose is to relax.)
- We study **to improve** our English. (Why do we study? Our purpose is to improve our English.)

In order + infinitive to show purpose

You can also use *in order* + an infinitive to show the purpose. The meaning is the same, but it's more formal. Use *in order* with negative infinitives.

- She asks questions **in order to get** good information.
- She asks questions **in order not to make** a mistake.

A. IDENTIFY Look at this paragraph from Reading 1. Underline the three examples of infinitives of purpose.

Why is there so much choice in today's stores? Shoppers like a variety of choices, and businesses know that shoppers pay more for special products. Shoppers like products that are made for a special purpose; for example, a toothpaste to make your teeth white or a toothpaste to make your teeth strong. Companies make many different products in order to meet many different needs.

B. IDENTIFY Complete each sentence. Use an infinitive of purpose and a reason from the box.

get a second opinion	clear his head	ask for advice
research the choices	meet our customers' needs	

1. Sam needs a new car. He wants to find the best car for his family. He wants a car that is safe and comfortable. Sam goes online _____.
2. Rabab needs to buy a computer. She researches computers online. There's a lot of information. She can't decide which computer is best for her. Rabab calls her friend _____.
3. Leena goes to the doctor. He says she needs surgery. Leena is not so sure. She wants to know what other doctors think. Leena goes to another doctor _____.
4. Peter is very worried about a big decision. He is so tired he cannot think. He believes he can make a better decision after some rest. He goes to sleep _____.
5. Our company makes shampoo. Our customers like to have choices, so we make many different shampoos. We make shampoo for shiny hair, for curly hair, and for straight hair. We make many kinds of shampoo _____.

iQ PRACTICE Go online for more practice with infinitives of purpose. *Practice > Unit 6 > Activity 11*

iQ PRACTICE Go online for the Grammar Expansion: *so, because,* and *in order to. Practice > Unit 6 > Activity 12*

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UNIT ASSIGNMENT Write an opinion paragraph

OBJECTIVE ▸ In this assignment, you are going to write an opinion paragraph about when choice is a good thing. As you prepare your paragraph, think about the Unit Question, "Is choice always a good thing?" Use information from Reading 1, Reading 2, the unit video, and your work in this unit to support your paragraph. Refer to the Self-Assessment checklist on page 138.

iQ PRACTICE **Go online to the Writing Tutor to read a model opinion paragraph.** ***Practice > Unit 6 > Activity 13***

PLAN AND WRITE

A. BRAINSTORM **Read the situations. Answer the questions. Discuss your answers with a classmate.**

1. You have a small store. Do you offer your customers many choices or not? Why?

_____

_____

2. You are a doctor. Do you offer your patients a choice in treatment? Or do you tell your patients only about the best treatment plan? Why?

_____

_____

B. PLAN **Choose one of the two situations in Activity A. Complete the outline with your opinion. Give reasons and other details to support your opinion.**

Topic sentence: I believe my (customers/patients) need (many/few) choices.

1. Reason: _____

_____

2. Reason: _____

_____

3. Reason: _____

_____

4. Concluding sentence: _____

_____

iQ RESOURCES **Go online to download and complete the outline for your paragraph.** ***Resources > Writing Tools > Unit 6 > Outline***

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C. WRITE Use your planning notes from Activity B to write your paragraph.

1. Write a clear topic sentence, reasons, and other details that support your opinion. Make sure your concluding sentence closes your paragraph. It may also state your main idea again.
2. Look at the Self-Assessment checklist to guide your writing.

iQ PRACTICE Go online to the Writing Tutor to write your assignment.
Practice › Unit 6 › Activity 14

REVISE AND EDIT

iQ RESOURCES Go online to download the peer review worksheet.
Resources › Writing Tools › Unit 6 › Peer Review Worksheet

A. PEER REVIEW Read your partner's paragraph. Then use the Peer Review worksheet. Discuss the review with your partner.

B. REWRITE Based on your partner's review, revise and rewrite your paragraph.

C. EDIT Complete the Self-Assessment checklist as you prepare to write the final draft of your paragraph. Be prepared to hand in your work or discuss it in class.

SELF-ASSESSMENT	Yes	No
Circle the pronouns in your paragraph. Do they agree with their referents?	☐	☐
Does your concluding sentence close the paragraph? Does it remind the reader of your main idea (optional)?	☐	☐
Do you use collocations to make your writing sound natural?	☐	☐
Does your paragraph include vocabulary from the unit?	☐	☐
Does every sentence begin with a capital letter and end with a period?	☐	☐
Is the spelling correct?	☐	☐

D. REFLECT Discuss these questions with a partner or group.

1. What is something new you learned in this unit?
2. Look back at the Unit Question—Is choice always a good thing? Is your answer different now than it was when you started the unit? If yes, how is it different? Why?

iQ PRACTICE Go to the online discussion board to discuss the questions.
Practice › Unit 6 › Activity 15

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Dumb Iced Espresso
Dumb Iced Coffee & Iced Tea
Dumb Brewed Coffee
Dumb Espresso
Dumb Tea
Dumb Iced Coffee 1.95 60 2.45 90 2.95 120
Dumb Shaken Iced Tea 1.50 60 2.15 80 2.65 120
Dumb Iced Tea Lemonade 2.55 100 2.95 130 3.55 190
Dumb Caramel Macchiato 3.75 180 4.45 240 4.75 300
Dumb White Chocolate Mocha 3.75 370 4.45 470 4.75 580
Dumb Caffè Latte 2.95 150 3.65 190 3.95 240
Dumb Vanilla Latte 3.45 200 4.15 250 4.45 320
Dumb Café Mocha 3.45 270 4.15 330 4.45 410
Dumb Cafe Americano 2.15 10 2.55 15 2.95 25
Dumb Cappuccino 2.95 90 3.65 120 3.95 150
Dumb Espresso Single 1.75 5 Double 1.95 10
Dumb Chai Tea Latte 3.15 190 3.65 240 3.95 310
Wuppy Du

TRACK YOUR SUCCESS

iQ PRACTICE **Go online to check the words and phrases you have learned in this unit.** *Practice › Unit 6 › Activity 16*

Check (✓) the skills you learned. If you need more work on a skill, refer to the page(s) in parentheses.

READING ☐ I can identify pronoun referents. (p. 123)

CRITICAL THINKING ☐ I can justify my opinion with reasons. (p. 129)

VOCABULARY ☐ I can recognize and use collocations. (p. 131)

WRITING ☐ I can write concluding sentences. (p. 133)

GRAMMAR ☐ I can recognize and use infinitives of purpose. (p. 135)

OBJECTIVE ▶ ☐ I can gather information and ideas to write an opinion paragraph about when choice is a good thing.

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Behavioral Science

READING	marking the margins
CRITICAL THINKING	identifying point of view
VOCABULARY	finding the correct definition
WRITING	making a timeline to plan your writing
GRAMMAR	clauses with *before/before that* and *after/after that*

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UNIT QUESTION

Is the world changing too fast?

A. Discuss these questions with your classmates.

1. What technology do you see in the photo?
2. What are the people in the photo doing?
3. Is this the way you relax at home today? What is different?

B. Listen to *The Q Classroom* online. Check (✓) *Yes* or *No*. Then match the examples in the box to the students.

a. people lose their jobs to machines
b. take pictures with a phone
c. talk to friends and family who are far away
d. some self-driving cars have accidents

Is the world changing too fast?			
	Yes	No	Example
1. Yuna			
2. Marcus			
3. Sophy			
4. Felix			

iQ PRACTICE Go to the online discussion board to discuss the Unit Question with your classmates. ***Practice > Unit 7 > Activity 1***

UNIT OBJECTIVE

Read the articles. Gather information and ideas to write a paragraph about two or more important changes in your life due to technology.

READING 1 Technology and Change

OBJECTIVE ▶ You are going to read an article about how technology is changing our lives. Use the article to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

A. VOCABULARY Here are some words from Reading 1. Read the sentences. Then write each underlined word next to the correct definition.

1. I don't have a large circle of friends, but that's OK.
2. I only need one device—I use my phone to talk, send email, text, and take photos.
3. Our new refrigerator is very efficient. It uses less electricity than our old refrigerator.
4. I cannot work without my cell phone. My cell phone is necessary for my work.
5. I share photos of my family with my friends online.
6. My new car has more power than my old car. It's much faster.
7. I see what my friends are doing every day on social media.
8. I want to invent a new way to travel.

a. _____ *(verb)* to think of or make something for the first time

b. _____ *(verb)* to post something, usually online, for others to see

c. _____ *(noun)* a group of people who are friends, or who have the same interest or job

d. _____ *(noun)* a tool or piece of equipment that you use for doing a special job

e. _____ *(noun)* the energy or strength that something has

f. _____ *(noun)* websites where people communicate with friends, family, and coworkers

g. _____ *(adjective)* working well and quickly, without wasting time or energy

h. _____ *(adjective)* needed or required

iQ PRACTICE Go online for more practice with the vocabulary.
Practice › Unit 7 › Activities 2–3

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READING SKILL Marking the margins

Good readers think about the text as they read. They are active readers. One way to become an active reader is to **mark the margins**. The margins are the white spaces on the sides of a text. Make marks in the margins when you find something interesting, when you read something you don't understand, and when you agree or disagree with the text.

Here are some marks you can use:

? = I don't understand. ✓ = I agree.

! = That's interesting! ✗ = I don't agree.

A. IDENTIFY Read the paragraph. Then look at the marks the reader made and answer the questions.

The telephone has a long history. Alexander Graham Bell **invented** the telephone in 1876. He made the first phone call to his coworker, Thomas
? Watson. In 1892, workers completed a telephone line between New York City and Chicago. After that, many people wanted telephones. By 1900, 600,000 homes in the U.S. had phones. Then in 1973, Motorola invented the first
! mobile phone. It weighed 1.1 kg. Finally, in 2007, Apple invented the iPhone. It was much lighter than the first mobile phone! It took over 100 years to invent,
✓ but we are so lucky to have the smartphone today.

A man using Alexander Graham Bell's first telephone

1. What does the reader not understand? _____

_____

2. What does the reader think is interesting? _____

_____

3. What does the reader agree with? _____

_____

B. PREVIEW Look at the title, author information, and picture in the article. Do you think the author believes the world is changing too fast?

C. QUICK WRITE Think about when you were a child. What kind of technology did you have in your home? Write a list. Remember to use this section for your Unit Assignment.

WORK WITH THE READING

A. INVESTIGATE Read the blog post and gather information about change. Mark the margins of Reading 1 as you read.

TECHNOLOGY AND CHANGE

1 I was born 26 years ago. On my first birthday, my parents took photos. Then they printed them at a store. After that, they mailed them in an envelope to my grandparents. Ten days after my birthday, my grandparents saw photos of me with my birthday hat.

ACADEMIC LANGUAGE
The corpus shows that ***in fact*** is a way to emphasize a point in academic writing.

OPAL
Oxford Phrasal Academic Lexicon

2 The world is changing. On my son's first birthday, I video-called my parents. After that, I **shared** the video and many other photos online. That very day, all my friends and family around the world saw photos of my boy in his birthday hat. Technology is changing the way we live in so many positive ways.

3 In fact, the **power** and speed of computers doubles every two years. In 1969, giant computers sent people to the moon. Today, the little smartphone in my pocket is much more powerful than those computers. My phone won't take me to the moon, but it connects me to people and to the world in important ways.

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4 In the past, humans had small social networks. They knew about 150 friends, neighbors, and family members. They kept up in daily conversations. As people went to different schools and moved to new places, their social **circles** also changed. They lost touch[1] with old friends and made new ones.

5 With **social media**, we no longer lose touch with our old friends. We stay in touch, no matter how far apart we live. We keep old friends and make new ones. We connect friends from different circles. According to the website DIGITAL IN 2018, the number of social media users grows by 10% a year. Today, you can connect to up to three billion people on social media. That number will be bigger tomorrow!

6 Technology doesn't just connect people. It connects us to things, like our homes and cars. This is called the *Internet of Things* (IoT). In fact, more things than people are connected to the Internet. And this number will grow by billions in the years to come.

7 Smart **devices** turn on and off without our effort. Lights turn on when we enter a room. The heat goes up when the sun goes down. A front door opens when it sees our face. Refrigerators turn on only when **necessary**. We have a more comfortable and **efficient** home.

8 These smart devices also communicate with us. For example, a smart refrigerator knows when there is no milk and adds it to our shopping list. Our cars tell us when we are in danger of an accident. A home security system[2] tells us when a box arrives at our home.

9 In our safer, more efficient, more comfortable homes we can relax. And we can use the extra time we have to connect to our large circle of friends and family around the world!

Josh Mann is a writer for *Tech Today* and is a software developer.

[1] **lose touch:** no longer be in contact with someone

[2] **security system:** technology that keeps a home safe, usually by sounding an alarm if someone breaks in

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iQ PRACTICE Go online for more practice marking the margins.
Practice › *Unit 7* › *Activity 4*

B. IDENTIFY Check the main idea of the article.

- ☐ 1. Technology is changing our lives in many positive ways.
- ☐ 2. Technology keeps us in touch with our old friends.
- ☐ 3. Technology gives us time to relax.
- ☐ 4. Communication is much easier today.

C. DISCUSS Compare your marks in the margins of the blog with the marks of a partner. Ask and answer the questions. Then report to the class.

What did you find interesting? (!)

What did you agree with? (✓)

What did you disagree with? (✗)

Was there anything you didn't understand? (?)

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CRITICAL THINKING STRATEGY

Identifying point of view

Point of view is an opinion or way of thinking about something. Authors often write from their own point of view. Their life experience forms their opinions.

When you read something, ask yourself: *Who wrote this? What point of view does the author have? Why does the author have this point of view? What is the author's life experience?*

For example: "I miss the old days, before we had computers."

What do you know about this person?

✓ The person is over 40 years old.

iQ PRACTICE Go online to watch the Critical Thinking Video and check your comprehension. ***Practice > Unit 7 > Activity 5***

D. INTERPRET What do you know about the author of the blog *Technology and Change*?

1. Who is the author?

_____

2. How old is the author?

_____

3. What does the author do for work?

_____

4. Why do you think he has a positive point of view on technology?

_____

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E. IDENTIFY Read the statements about positive changes due to technology. Write one example from the reading for each item. Write the number of the paragraph where you found the answer.

1. Our homes are more efficient.

   Example: _____ ___

2. Our homes are more comfortable.

   Example: _____ ___

3. We have more friends.

   Example: _____ ___

4. We are safer.

   Example: _____ ___

iQ PRACTICE Go online for additional reading and comprehension.
Practice › Unit 7 › Activity 6

WRITE WHAT YOU THINK

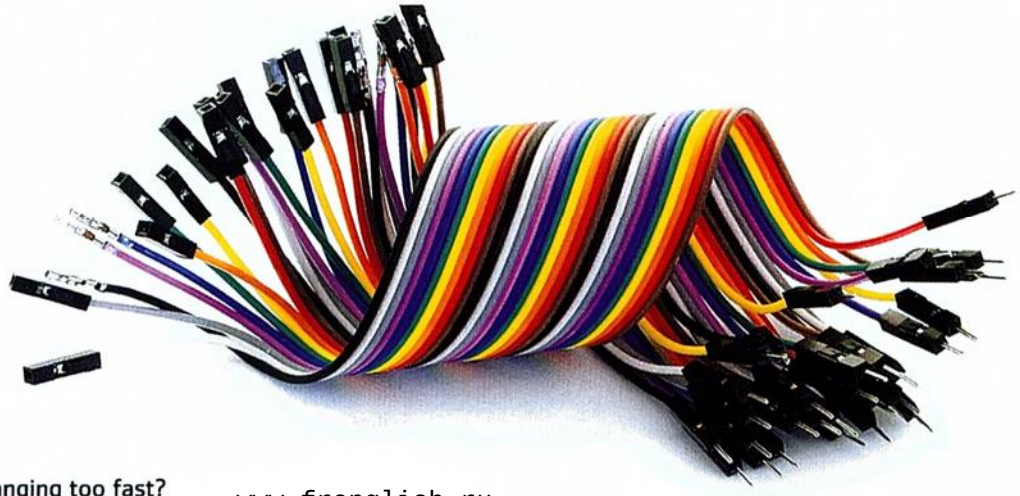
A. DISCUSS Look at the statements about technology in Activity E. Do you agree with them? Why or why not? What are some changes due to technology that are not good?

B. EXPLAIN Write your point of view on one of the opinions you discussed in Activity A. Write why you agree or disagree. Look back at your Quick Write on page 144 as you think about what you learned.

I think that _____

because _____

_____.



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READING 2 Some Things Never Change.

OBJECTIVE ▶ You are going to read a personal essay about technology and change. Use the personal essay to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

A. VOCABULARY Here are some words from Reading 2. Read their definitions. Then complete each sentence.

depend on *(verb)* OPAL to need someone or something
digital *(adjective)* 🔑 OPAL using computer technology
mobile *(adjective)* 🔑 OPAL able to move easily from place to place
moment *(noun)* 🔑 a particular point in time
reply *(verb)* 🔑 to answer someone
teenager *(noun)* 🔑 a person who is between 13 and 19 years old
to sum up *(verb phrase)* to describe in a few words the main idea of what someone has said or written

🔑 Oxford 3000™ words OPAL Oxford Phrasal Academic Lexicon

1. A laptop computer is _____. You can take it anywhere.
2. I _____ my car. I need it to get to work every day.
3. We live in a _____ world—we do more and more things on the computer.
4. When I was a _____, I spent a lot of time in the tech lab at high school.
5. I can't check my phone at this _____, but I will listen to the message later.
6. I sent my boss an email yesterday, but she didn't _____.
7. _____, I think this is an exciting new technology.

iQ PRACTICE Go online for more practice with the vocabulary.
Practice › Unit 7 › Activities 7–8

B. PREVIEW Look at the photo in the essay. How was life different then?

C. QUICK WRITE Think about when you were a child. Think about children you see today. What is different about their lives today?

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WORK WITH THE READING

A. INVESTIGATE Read the personal essay to gather information about technology and change.

Home Sign in

NEW POSTS ABOUT ARCHIVES COMMENTS FOLLOW

Some things never change.

posted 3 days ago

Sue Jones

The other day I had an interesting conversation with my 12-year-old granddaughter.

"What kind of phone did you have when you were my age?" she asked.

"We had a phone in the hallway. When it rang, my sisters and I raced to answer it." I **replied**.

"You didn't each have your own phone?"

"Oh, no. We shared the phone. It cost money to talk on the phone, so we had short conversations."

"What about when you went to school? Who got the phone?"

"No one. The phone stayed in the house."

"Why?"

"It was connected to the hallway wall. It wasn't **mobile.**"

"That's great!"

"Why?"

"Because you never lost the phone!"

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Technology is changing the way we do everything. Today, we all **depend on** technology to connect to friends and family, work, study, get around town, shop, do business, sell things, and plan events. We all use apps[1] in nearly every daily activity.

But as I get older, I realize some things never change. Next month, I look forward to my older grandson's wedding. Of course, he used **digital** technology to plan the wedding. But the wedding itself, the marriage, is not digital. He has the same hopes and dreams my husband and I had 50 years ago when we married.

And the difficult parts of life don't change either. My other grandson is a **teenager.** He says that everything now is different than in my teenage years. And in many ways, it is, but I know it is hard to be a teenager at any **moment** in history. Teenagers are between childhood and adulthood, and those changes are difficult.

To sum up, technology makes life move faster, but the basics are still the same. We still eat, sleep, work, fall in love, and have families. We still make good decisions, and sometimes bad ones. We still lose people[2] we love and remember them over time. We are still human. Technology improves our ability to communicate and work, but it doesn't change the most important thing. We are still human.

[1] **app:** application on a mobile device
[2] **to lose someone:** when someone you love dies

B. IDENTIFY What is the main idea?

- ☐ 1. Technology is changing our lives too fast.
- ☐ 2. Technology brings many changes, but many important things stay the same.
- ☐ 3. Life is very different for teenagers today.
- ☐ 4. Technology changes our lives, and that makes it harder for teenagers.

C. INFER What did you learn about the granddaughter from the essay? Write the line number where the information is found.

- ☑ 1. She has a cell phone. 10
- ☐ 2. She has a computer. ___
- ☐ 3. She takes her phone to school. ___
- ☐ 4. She lost her cell phone at least once. ___
- ☐ 5. She lives with her grandmother. ___

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D. IDENTIFY What do you know about the author from her essay? Answer the questions.

1. Who is the author? _____
2. About how old is the author? _____
3. Why does she think not so much has changed? _____

_____

E. INTERPRET Which statements would the author agree with?

- ☐ 1. Technology can't improve every part of our lives.
- ☐ 2. Our lives move faster because of technology.
- ☐ 3. People spend too much time on their phones.
- ☐ 4. To be human is to love.
- ☐ 5. Life is changing too fast.

F. DISCUSS Do you agree with the author? Why or why not? Write your response.

_____

_____

_____

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WORK WITH THE VIDEO

A. PREVIEW Do you have people in your family who do not own a smartphone? Who are they?

VIDEO VOCABULARY

app (n.) application on a mobile phone

senior (n.) short for senior citizen, a person over 65 years of age

service (n.) a business that does useful work for its customers

touchtone phone (n.) a phone with buttons to dial a number. It has no internet connection and no apps

Uber (n.) the name of a car-ride service

iQ RESOURCES **Go online to watch the video about a new service for seniors.** *Resources > Video > Unit 7 > Unit Video*

B. APPLY Watch the video two or three times. Complete the sentences with the words in the box.

seniors	services	invented	contact	touchtone phones

1. Seventy percent of _____ do not have smartphones.
2. Many _____ like Uber are only available through smartphone apps.
3. People with _____ cannot use these services.
4. Justin _____ a service called Go Go Grandparent.
5. Now seniors can use their touchtone phones to _____ app services like Uber.

C. EXTEND What app services are important in your daily life? How do people without smartphones get those services?

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WRITE WHAT YOU THINK

DISCUSS Think about Reading 1, Reading 2, and the unit video as you discuss these questions. Then choose one question and write a response.

1. Can you think of a technology that your grandparents did not have but that is necessary to you? Explain.
2. What new technology do you dislike? Why?
3. How much of the technology that you use every day is on your phone? If you had a day without your phone, how would your day be different?

VOCABULARY SKILL Finding the correct definition

Words in a dictionary sometimes have more than one definition. Each definition has a number. It is important to know which definition you need.

Here are some tips for **finding the correct definition.**

- Read the complete sentence. Is the word a *noun, verb, adjective,* or *adverb*?
- Look at the context, or other words in the sentence. They can sometimes give you information about the word you don't know.

In the example below, you can see that definition 2 is the best definition for the word *circle* as it is used in the sentence below. The sentence refers to a person who is friendly. *Circle* can also mean "a shape," but none of the words in the sentence discuss shapes, so definition 1 does not make sense.

She's very friendly and has a large social **circle**.

cir·cle[1] /ˈsərkl/ *noun* [*count*]
1 a round shape; a ring: *There are 360 degrees in a circle.*
2 a group of people who are friends, or who have the same interest or job: *He has a large circle of friends.*

All dictionary entries adapted from the *Oxford American Dictionary for learners of English* © Oxford University Press 2011.

TIP FOR SUCCESS
Online dictionaries are an excellent way to learn new vocabulary.

A. IDENTIFY Read the sentences. Then write the number of the correct definition for each bold word.

share[1] /ʃer/ *verb* (**shares**, **shar·ing**, **shared**)
1 to divide something between two or more people: *Share this candy with your friends.* • *We shared a large pizza between three of us.*
2 to have or use something with another person: *I share a bedroom with my sister.*

___ a. Alex **shares** pictures and videos on a few websites.

___ b. Do you want to **share** my dessert?

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pow·er /ˈpaʊər/ *noun*

1 [*noncount*] the ability to control people or things; the ability to do things: *The president has a lot of power.* • *I did everything in my power* (= everything I could do) *to help her.*
2 [*noncount*] the energy or strength that someone or something has: *The ship was helpless against the power of the storm.*
3 [*noncount*] energy that can be collected and used for making machines work, making electricity, etc.: *nuclear power*
4 [*count*] the right to do something: *Police officers have the power to arrest people.*
5 [*count*] a strong person or country: *There is a meeting of world powers next week.*
6 [*count, usually singular*] (MATH) the number of times that a number is to be multiplied by itself: *4 to the power of 3 is* 4^3 *(=4×4×4=64)*

___ c. We have solar **power** in our office—we get our electricity from the sun.

___ d. My new phone is smaller than my old one, but it has more **power**.

___ e. I think the boss has too much **power** at this company.

We have solar power in our office.

B. INTERPRET Look up each bold word in the dictionary. Find the correct definition and write it on the line. Pay attention to the part of speech.

1. Please wait just a **moment**. I'll help you very soon.

   moment: _____

2. Almost every TV **network** showed the president's speech.

   network: _____

3. Babies **depend on** their parents for everything.

   depend on: _____

iQ PRACTICE Go online for more practice using the dictionary.
Practice › Unit 7 › Activity 9

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WRITING

OBJECTIVE ▶ At the end of this unit, you will write a paragraph about two or more important changes in your life due to technology. Your paragraph will include specific information from the readings and your own ideas.

GRAMMAR Clauses with *before/before that* and *after/after that*

You can use *before, before that, after,* or *after that* when you write about a series of events. The words *before* and *after* make it clear to the reader that one event happened first and then another event happened.

Before

Before introduces the second event. It can be at the beginning or middle of the sentence.

second event — first event
Before I got a tablet, I read paper books.

first event — second event
I read paper books **before** I got a tablet.

Before that

Before that comes in a second sentence. It introduces information before the event. It can be at the beginning or the end of the sentence.

second event — first event
I got a tablet last year. **Before that,** I read paper books.

second event — first event
I got a tablet last year. I read paper books **before that.**

After

After introduces the first event. It can be at the beginning or middle of the sentence.

first event — second event
After I got a smart speaker, I never used my radio again.

second event — first event
I never used my radio again **after** I got a smart speaker.

After that

After that comes in a second sentence. It introduces a second event. It can be at the beginning or the middle of the sentence.

first event — second event
I got a smart speaker last year. **After that,** I never used my radio again.

first event — second event
I got a smart speaker last year. I never used my radio again **after that.**

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A. ANALYZE For each sentence or pair of sentences, circle the first event and underline the second event.

1. After I got a smart refrigerator, I used less electricity.
2. I got my first smartphone in 2010. Before that, I took pictures with my digital camera.
3. I dropped my phone in water last year. After that, I got a waterproof case for it.
4. After I posted a photo on social media, I got 100 "likes."
5. Before I got a car with GPS, I got lost often.
6. I shared photos on social media after I got back from vacation.

B. COMPOSE Read the sentences. Write one sentence with *before* or two sentences with *after that*.

1. First event: People traveled on horses.

   Second event: Karl Benz invented the first car.

   (*before*) _____

2. First event: People got information from libraries.

   Second event: The Internet was available in the U.S.

   (*before*) _____

3. First event: People started using GPS in their cars in 2000.

   Second event: Many people stopped using paper road maps.

   (*after that*) _____

   _____

4. First event: Thomas Edison invented the electric light in 1879.

   Second event: People slept less.

   (*after that*) _____

   _____

C. CREATE Complete the sentences.

1. Before electricity was invented, _____

_____.

2. After cell phones became popular, _____

_____.

3. The refrigerator was invented in 1834. Before that, _____.

_____.

4. The first airplane flight was in 1903. After that, _____

_____.

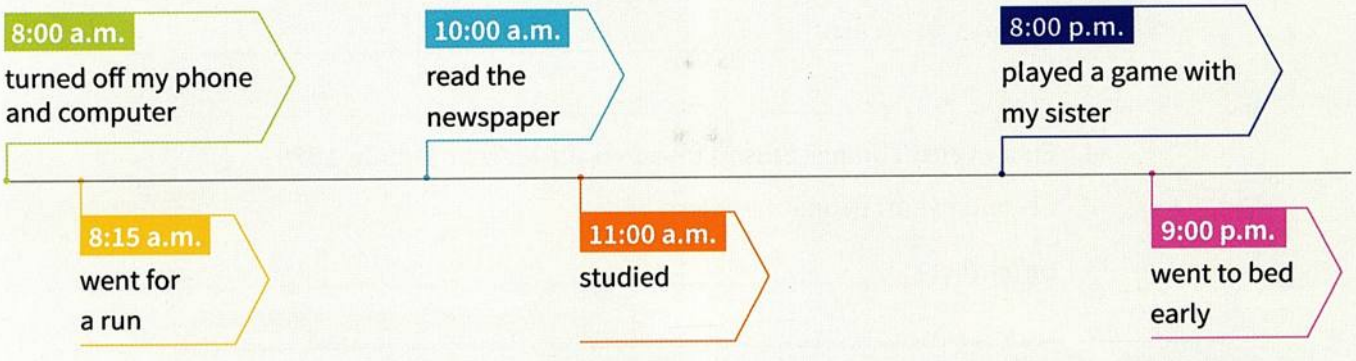
iQ PRACTICE Go online for more practice with *after* and *after that.* *Practice › Unit 7 › Activity 10*

iQ PRACTICE Go online for the Grammar Expansion: the future with *be going to. Practice › Unit 7 › Activity 11*

WRITING SKILL Making a timeline to plan your writing

A **timeline** is a list of important events and the times that they happened. You can make a timeline to help you write a narrative—a story.

Here is a timeline of someone's day with no technology.



Here is a paragraph based on the timeline. Notice that you can add details to your paragraph that are not included in your timeline. Use your timeline only as a guide for your writing.

I had a technology-free day last Saturday. It was great. Before I did anything else, I turned off my computer and cell phone. After that I went for a run outside at 8:15 a.m. I usually run with music, but this time I just listened to the sounds of the outdoors. After that, I read the newspaper and ate breakfast. It was so quiet. After I ate breakfast, I studied my chemistry textbook. In the evening, I played a game with my sister. It was nice to do something with her. I was tired after my relaxing day, so I went to bed early. I slept so well!

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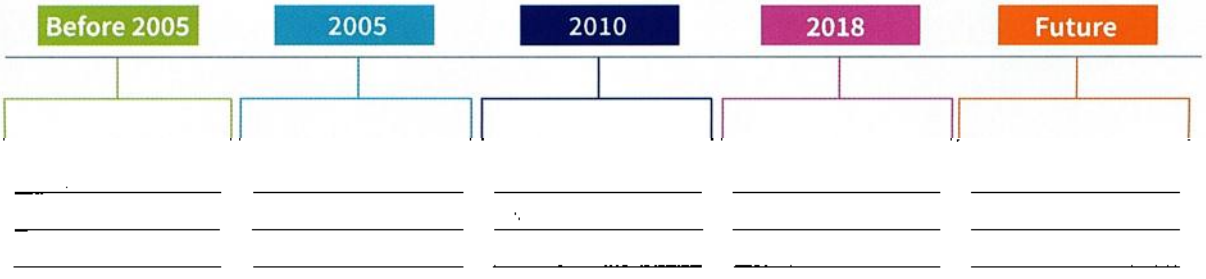
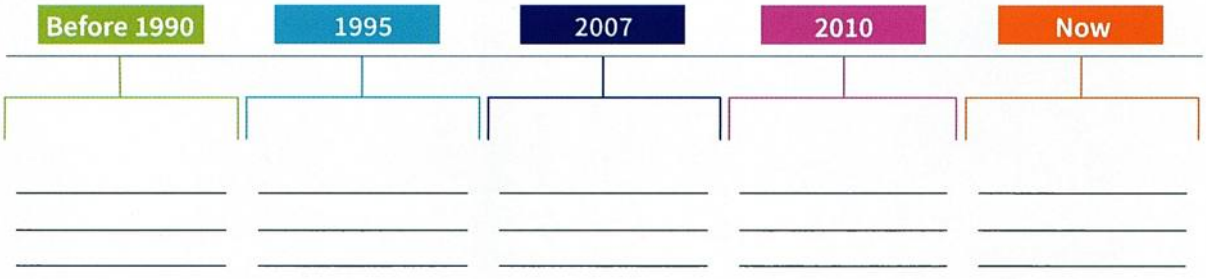
A. WRITING MODEL Read the model paragraphs and complete the timelines.

1. Having a car changes the way we live. We get busier. Before we bought a car, my family used the bus or train. It took longer to get places, so we had a simple schedule! Then in 2005, my parents bought a car. After that, we didn't take the bus or train much. We got busy with sports activities. In 2010, we got a second car. After that, we got even busier! In 2018, I moved out of my parents' house and bought my own car. It was electric. After that, I drove everywhere I went. In the future, who knows? My next car might be a self-driving car!



2. The ways I communicate with my friends and family are very different now from when I was young. Before 1990, I wrote letters to my friends. It was so exciting to see a letter for me in the mailbox! I also talked to my grandparents on the phone. The phone was attached to our house, so I could only talk to them when I was at home. After I got a computer in 1995, things changed. I emailed my friends and family. We didn't send letters anymore. We still talked on the phone, though. Then, in 2007, I got my first cell phone. After that, I didn't talk on the phone very much. Mostly I texted my friends and family. After 2010, I also shared photos and videos with them on social media. Now, I can see my friends when I talk to them on video calls.



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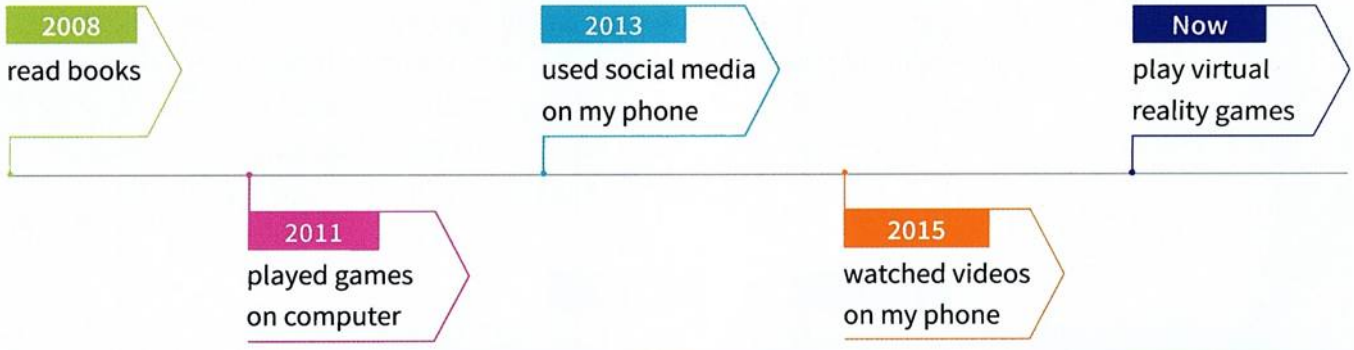
B. COMPOSE Read the timeline and write a paragraph. Remember to connect sentences with *before, before that, after, after that,* and *when.*

Changes in how I spend my free time



C. CREATE Look back at the Writing Skill box on page 158. Reread the paragraph about a technology-free day. Imagine your own technology-free day. Make a timeline to show your day. Write a short note about each event. Then tell a partner about your day.

D. COMPOSE Write at least six sentences about your technology-free day. Use your timeline, any other information you told your partner, and any other details you want to add.

iQ PRACTICE Go online for more practice with making a timeline to plan your writing. *Practice* › *Unit 7* › *Activity 12*

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UNIT ASSIGNMENT

Write a paragraph about important changes in your life

OBJECTIVE ▸ In this assignment, you are going to write a paragraph about two important changes in your life due to technology. As you prepare to write, think about the Unit Question, "Is the world changing too fast?" Use information from Reading 1, Reading 2, the unit video, and your work in this unit to support your paragraph. Refer to the Self-Assessment checklist on page 162.

iQ PRACTICE **Go online to the Writing Tutor to read a model paragraph.** *Practice › Unit 7 › Activity 13*

PLAN AND WRITE

A. BRAINSTORM **Think about the technology you had when you were a child. How is technology different today? What are the changes? Write a list. What effects do these changes have on your life? Think about changes in these areas or others:**

- communication
- travel
- school/study
- work
- free time

B. PLAN **Complete the activities.**

1. Choose two or more of the technology changes you wrote about in Activity A. When did they happen? Put the events in order on a timeline. (Draw a timeline like the one you constructed in Activity A on page 159.)
2. Work with a partner. Tell your partner about the changes on your timeline. Ask and answer questions about the events. Add any details to your timeline.

iQ RESOURCES **Go online to download and complete the outline for your paragraph.** *Resources › Writing Tools › Unit 7 › Outline*

C. WRITE **Use your planning notes from Activity B to write your paragraph.**

1. Use the information from your timeline in Activity B to help you. You can use this topic sentence to begin your paragraph, or write your own:

   Topic sentence: *There are many changes in my life due to technology.*
2. Look at the Self-Assessment checklist on page 162 to guide your writing.

iQ PRACTICE **Go online to the Writing Tutor to write your assignment.** *Practice › Unit 7 › Activity 14*

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REVISE AND EDIT

iQ RESOURCES Go online to download the peer review worksheet.
Resources › *Writing Tools* › *Unit 7* › *Peer Review Worksheet*

A. PEER REVIEW Read your partner's sentences. Then use the peer review worksheet. Discuss the review with your partner.

B. REWRITE Based on your partner's review, revise and rewrite your paragraph.

C. EDIT Complete the Self-Assessment checklist as you prepare to write the final draft of your paragraph. Be prepared to hand in your work or discuss it in class.

SELF-ASSESSMENT	Yes	No
Does your paragraph begin with a topic sentence?	☐	☐
Are the events in the order of your timeline?	☐	☐
Do you provide details to support your sentences?	☐	☐
Does your concluding sentence remind readers of how you changed due to technology?	☐	☐
Did you use *before/before that*, *after/after that*, and *when* to help your readers understand the order of events?	☐	☐
Does your paragraph include vocabulary from the unit?	☐	☐
Did you check the paragraph for punctuation, spelling, and grammar?	☐	☐

D. REFLECT Discuss these questions with a partner or group.

1. What is something new you learned in this unit?
2. Look back at the Unit Question—Is the world changing too fast? Is your answer different now than when you started the unit? If yes, how is it different? Why?

iQ PRACTICE **Go to the online discussion board to discuss the questions.**
Practice › *Unit 7* › *Activity 15*

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TRACK YOUR SUCCESS

iQ PRACTICE **Go online to check the words and phrases you have learned in this unit.** ***Practice > Unit 7 > Activity 16***

Check (✓) the skills and strategies you learned. If you need more work on a skill, refer to the page(s) in parentheses.

READING ☐ I can mark the margins of a reading. (p. 143)

CRITICAL THINKING ☐ I can identify point of view. (p. 147)

VOCABULARY ☐ I can find the correct definition when using the dictionary. (p. 154)

GRAMMAR ☐ I can recognize and use clauses with *before/before that* and *after/after that*. (p. 156)

WRITING ☐ I can make a timeline to plan my writing. (p. 158)

OBJECTIVE ▶ ☐ I can gather information and ideas to write a paragraph about two or more important changes in my life due to technology.

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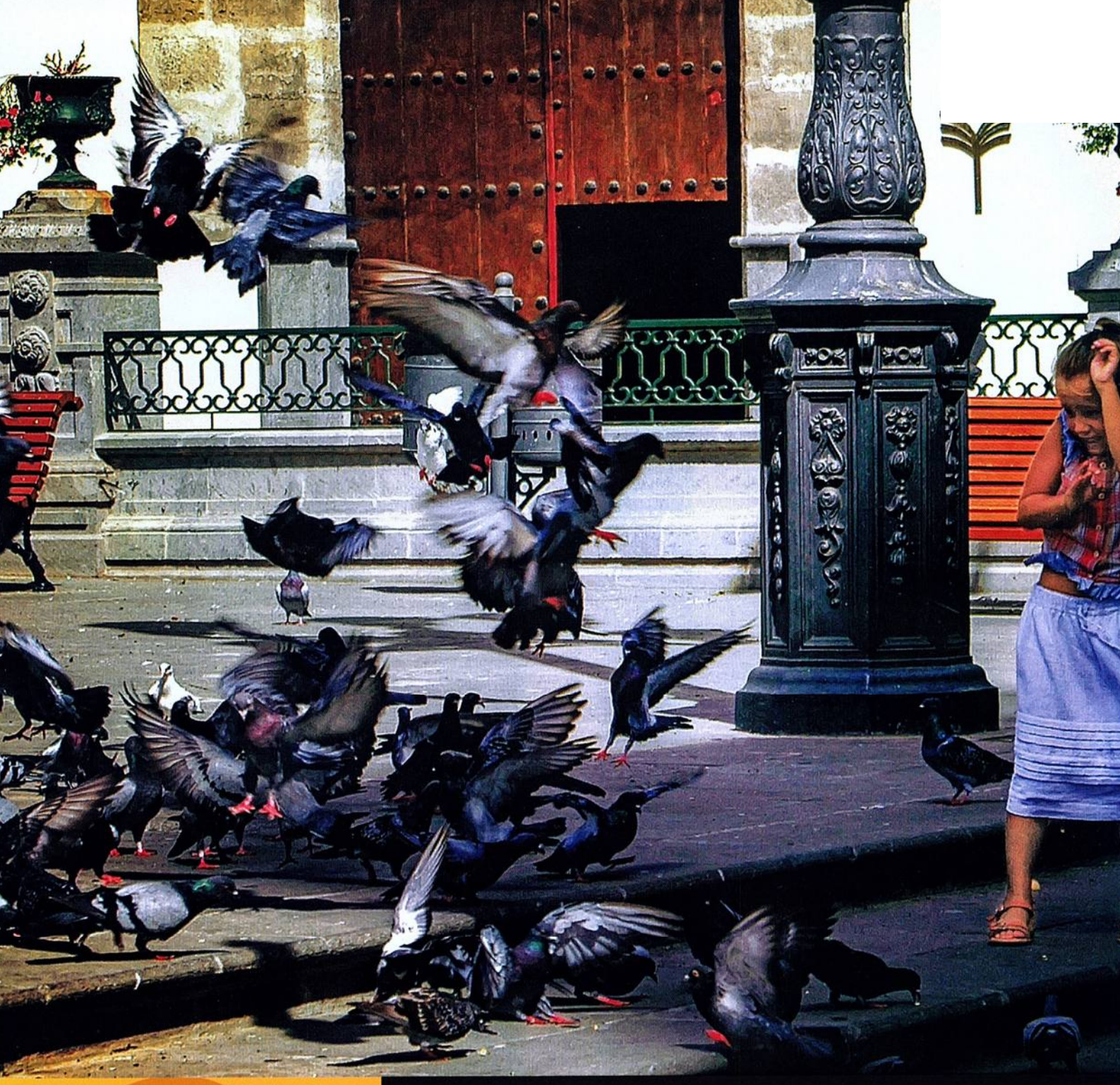

8 Psychology

CRITICAL THINKING identifying cause and effect
READING identifying facts and opinions
VOCABULARY word families
WRITING contrasting ideas with *however*
GRAMMAR comparative adjectives

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UNIT QUESTION

What are you afraid of?

A. Discuss these questions with your classmates.

1. Look at the photo. Why do you think the girl is afraid?
2. What were you afraid of when you were a child? What helped you feel safe?
3. What are you afraid of these days? What do you do to stay safe?

B. Listen to *The Q Classroom* online. Then complete the chart. Compare answers with your classmates. Are your classmates afraid of these things, too?

	Are you afraid of this, too?	
1. Felix is afraid he cannot protect his family when he is away.	☐ Yes	☐ No
2. Sophy is afraid of crime.	☐ Yes	☐ No
3. Yuna is afraid of spiders.	☐ Yes	☐ No
4. Marcus is afraid of small spaces, like elevators.	☐ Yes	☐ No

iQ PRACTICE **Go to the online discussion board to discuss the Unit Question with your classmates.** *Practice › Unit 8 › Activity 1*

UNIT OBJECTIVE

Read the articles. Gather information and ideas to write one or more paragraphs about a common fear.

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READING 1 A Dangerous World?

OBJECTIVE ▶ You are going to read an article about crime and the media. Use the article to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

TIP FOR SUCCESS
People often misuse the words *affect* and *effect*. *Affect* (verb) means "to change." *Effect* (noun) means "the change that happens because of something." For example: *Crime affects us. The effects are fear and worry.*

A. VOCABULARY Here are some words from Reading 1. Read the sentences. Then write each underlined word next to the correct definition.

1. This neighborhood has a lot of crime. Be careful!
2. I don't like violent shows. I don't like to see people getting hurt.
3. We heard about the plane crash in the news.
4. I watched a scary movie last night. I was so afraid I couldn't sleep!
5. Websites can report on news events more quickly than newspapers.
6. A common fear for children is the fear of the dark.
7. Smoking can affect your health. It can make you sick.
8. Eating a lot of fast food can have a negative effect on your health.
9. If you exercise regularly, your weight may decrease.

a. _____ *(verb)* to give people information about something that happened

b. _____ *(verb)* to make something or someone change in a particular way, especially in a bad way

c. _____ *(noun)* information about important things that have just happened

d. _____ *(noun)* something that someone does that is not legal

e. _____ *(verb)* to become or to make something smaller or less

f. _____ *(adjective)* making you feel afraid

g. _____ *(adjective)* bad; not positive or good

h. _____ *(adjective)* happening often or found in many places

i. _____ *(adjective)* strong and dangerous; can hurt you

iQ PRACTICE Go online for more practice with the vocabulary.
Practice › Unit 8 › Activities 2–3

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B. PREVIEW Look at the chart in the article. What does it tell you about crime from 1992 to 2016?

C. QUICK WRITE What do you think? Is there more crime today than there was ten years ago? Where do you learn about the crime rate? Remember to use this section for your Unit Assignment.

WORK WITH THE READING

A. INVESTIGATE Read the article and gather information on common fears.

A DANGEROUS WORLD?

1 In many places, **crime** rates are **decreasing**. However, people often believe that crime rates are increasing, especially at the national level. (Pew Research Center, 2016).

What makes people afraid?

2 The news media focuses on crime. The top story on the **news** is usually a story about **violent** crime. On some news programs over 40 percent of the news stories are about crime. Why is there such a focus on crime? It is because **scary** news programs are popular.

Does the news media give people a true picture of the world?

3 No. The news media does not give people a true idea of the level of danger in the world. Here is an interesting example. Between 2003 and 2016, the rate of violent crime decreased in Canada. However, a study showed that during part of that time, news stories about

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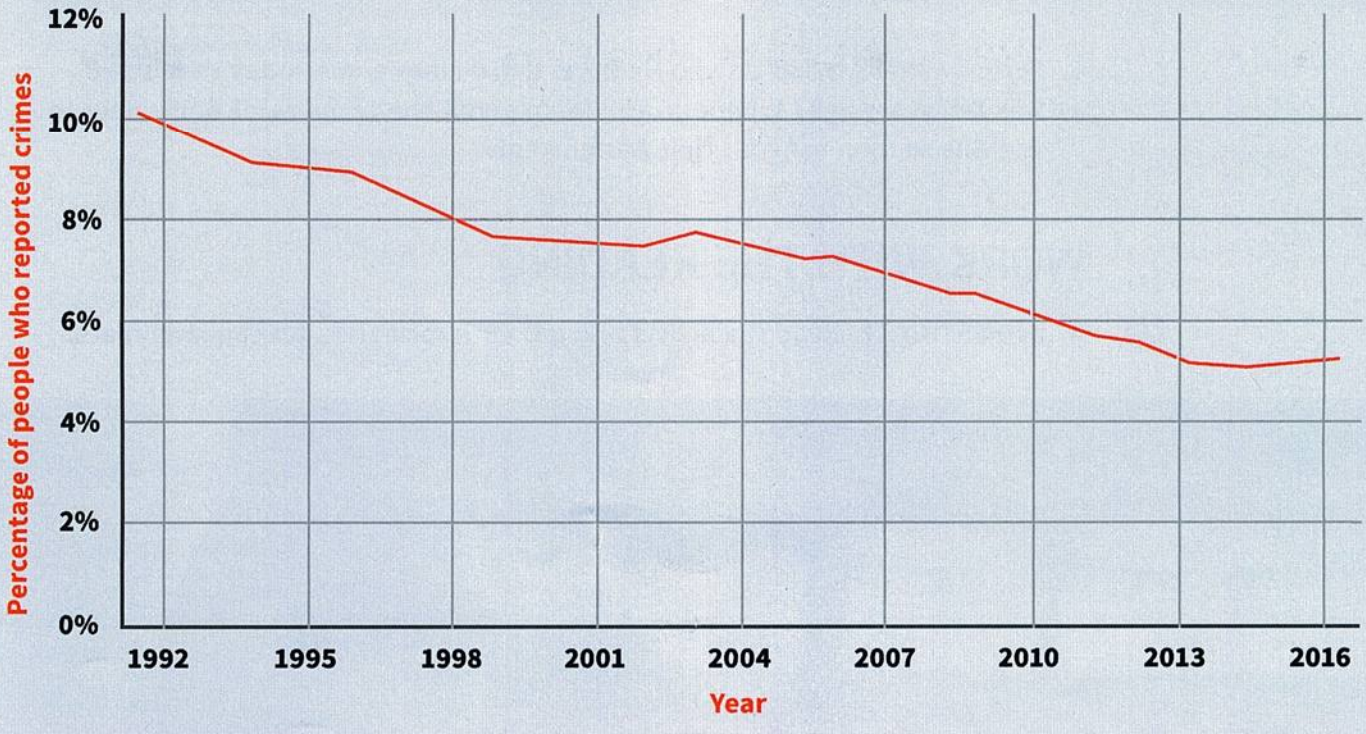

Between 2002 and 2013, the rate of violent crime decreased in Canada.

violent crime increased from 10 to 25 percent. One year, almost 25 percent of the stories the Canadian news **reported** were about gun crime, but only 3.3 percent of violent crime that year was gun crime.

4 The news media's focus on crime gives people the wrong idea. People believe there is more crime than there really is. They think violent crime is **common**.

What are the effects of this exaggerated[1] focus on violent crime?

5 It **affects** people's lives in a **negative** way. This focus on violent crime results in increased feelings of fear. In order to protect themselves, some people avoid going out. They do not meet their neighbors. As a result, they know and trust fewer people. They have fewer friends. This increases their fear about the dangers in the world.

6 Fear of crime can also affect people's health. Many parents keep their children inside their homes. They believe the world outside is too dangerous. The children don't walk, run, or play sports outside. They become less healthy. This is true for older adults, too.

7 The news media's focus on crime makes us believe the world is a scarier place than it is. It makes us lonelier and less happy or healthy. Facts show that we should learn to worry less. It's good to be careful and stay safe, but the world around us is safer than we think.

[1] **exaggerated:** bigger or worse than it really is

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B. IDENTIFY Circle the answer that best completes each statement, according to the article.

1. The crime rate is ___ in many places.
   a. going up
   b. the same
   c. going down

2. Most people think the crime rate is ___.
   a. going up
   b. the same
   c. going down

3. The Canadian news media made people believe that the crime rate was ___.
   a. going up
   b. the same
   c. going down

4. The news media's focus on crime affects people in ___.
   a. positive ways
   b. negative ways
   c. exciting ways

C. INTERPRET Look at the chart in the article again. Check (✓) the statements that are true, according to the chart.

- ☐ 1. The crime rate was highest in 1992.
- ☐ 2. The crime rate was lowest in 2014.
- ☐ 3. The crime rate decreased 9% between 1992 and 1995.
- ☐ 4. There was more crime in 2010 than in 2004.
- ☐ 5. The crime rate decreased 2.5% between 2004 and 2015.

ACADEMIC LANGUAGE
In academic language, ***the rate of*** something is a way to talk about the quantity of something. For example: *the rate of violent crime.*

OPAL
Oxford Phrasal Academic Lexicon

D. EXPLAIN Read Paragraph 3 again. Answer the questions.

1. Fact: Rate of violent crime decreased.

   What did the news media do? _____

   _____

2. Fact: 3.3 percent of violent crime was gun crime.

   What did the news media do? _____

   _____

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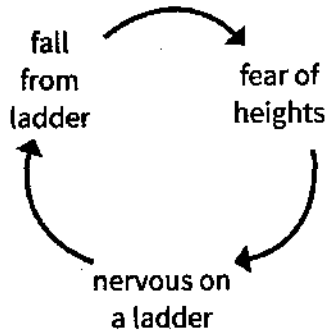
CRITICAL THINKING STRATEGY

Identifying cause and effect

To understand a complicated situation, it is helpful to **identify cause-and-effect** relationships. We often think cause and effect are only two steps. One event (the cause) makes a second event happen (the effect). However, sometimes one event can cause an effect, which can cause another effect, and then another effect.

Sometimes these cause-and-effect relationships go in a circle.



Sometimes they go in a line.

Parents worry the neighborhood is unsafe. → Kids cannot go outside to play. → Kids get less exercise. → Kids gain weight.

iQ PRACTICE Go online to watch the Critical Thinking Video and check your comprehension. *Practice* › *Unit 8* › *Activity 4*

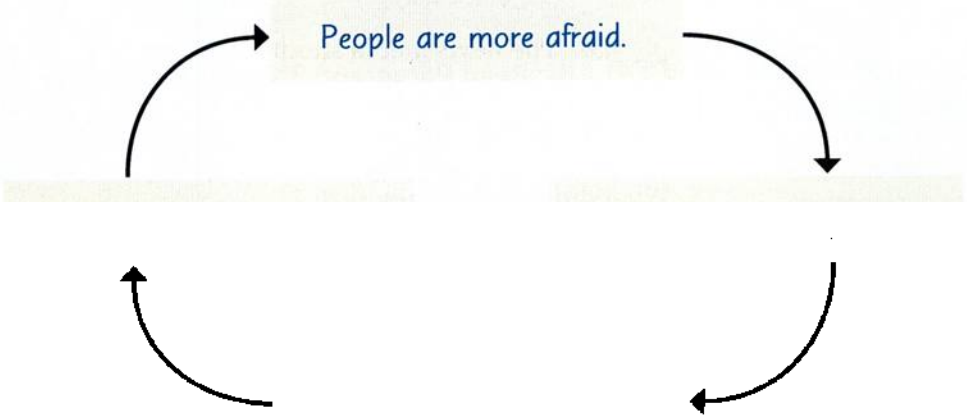
E. IDENTIFY Read Paragraph 5 again. Put the information in the correct order in the cause-and-effect chart.

~~People are more afraid.~~

People know and trust fewer people.

People avoid going out.

People don't meet their neighbors.



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F. EXTEND Complete the cause-and-effect chart with your own ideas.

Scary news programs are popular.	→		→	

READING SKILL Identifying facts and opinions

Facts are things that you know happened or are true. **Opinions** are what you think or feel about something.

Knowing the difference between a fact and an opinion is important for a reader. It can help the reader evaluate how well the author supports the ideas in the text.

Here are some common words that introduce an opinion.

- The verbs *think* and *believe*
  - **I think** violent TV programs are scary.
  - We **believe** violent TV programs cause more crime.
- The modal *should*
  - The news media **should** report more positive news.
  - Reporters **shouldn't** focus only on crime.

A. CATEGORIZE Read each pair of sentences. Write *F* (fact) or *O* (opinion).

1. ____ a. According to recent studies, crime rates are decreasing in Canada.
   ____ b. He believes crime is increasing in the neighborhood.
2. ____ a. I think the streets are dangerous at night.
   ____ b. There was a robbery on Jackson Street last night.
3. ____ a. Children shouldn't watch violent programs.
   ____ b. By the age of 18, people will see 200,000 violent crimes on television.
4. ____ a. Many studies show that violent news stories affect people in a negative way.
   ____ b. The news media should focus on good news.

B. IDENTIFY Read Reading 1 again. Underline all the statements of opinion that use the words *think*, *believe*, and *should*.

iQ PRACTICE Go online for more practice identifying facts and opinions.
Practice › Unit 8 › Activity 5

iQ PRACTICE Go online for additional reading and comprehension.
Practice › Unit 8 › Activity 6

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WRITE WHAT YOU THINK

A. DISCUSS Discuss the questions in a group.

1. How do you find out what is going on in the world? Tell your group where you get the news and why (or why you don't get the news).
2. Do you think the news you get is all facts? Or do you hear a lot of opinions from your news source? How can you tell the difference?
3. Do you think crime is increasing or decreasing where you live? Explain your answer.
4. Why do you think the news media focuses so much on crime?

B. SYNTHESIZE Choose one of the questions in Activity A and write a response. Look back at your Quick Write on page 167 as you think about what you learned.

Question: ____

My response: _____

_____

_____

_____

_____

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READING 2 Can We Trust Our Fears?

OBJECTIVE ▶ You are going to read an article about human fears. Use the article to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

VOCABULARY SKILL REVIEW
In Unit 1, you learned that some words have the same form as a noun and a verb. Look up these words from this unit in your dictionary: *crime*, *fear*, *factor*, *harm*, *cause* and *report*. Do they all have a noun and verb form?

A. VOCABULARY Here are some words from Reading 2. Read their definitions. Then complete each sentence.

contain (*verb*) 🔑 OPAL to have something inside
death (*noun*) 🔑 when a life ends
disease (*noun*) 🔑 an illness or sickness
factor (*noun*) 🔑 OPAL one of the things that can affect or change a decision or a situation
fat (*noun*) 🔑 an oil we get from the plants, seeds, and animals we eat
frighten (*verb*) 🔑 to make someone feel afraid
harm (*verb*) 🔑 OPAL to hurt or damage someone or something
pleasure (*noun*) 🔑 the feeling of being happy or enjoying something
reasonable (*adjective*) 🔑 OPAL fair or right in a particular situation

🔑 Oxford 3000™ words OPAL Oxford Phrasal Academic Lexicon

1. My horse is big and strong, but he never tries to _____ anyone.
2. Stress is one _____ that can affect your health. Food is another.
3. I was sorry to hear about the _____ of your father. He was a wonderful man.
4. That's a _____ plan. I'm sure it will work out well.
5. Scary movies really _____ me!
6. The white part of the meat is the _____. I cut it off and don't eat it because it's not good for me.
7. My neighbor has a serious _____. He is in the hospital.
8. I love to eat out in nice restaurants. It is a great _____ to eat good food.
9. Our brains _____ a lot of water—in fact, about 73% is water.

iQ PRACTICE **Go online for more practice with the vocabulary.**
Practice › Unit 8 › Activities 7–8

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B. **PREVIEW** Read the first paragraph of the article. What is the purpose of fear? What will the article tell us about fear?

C. **QUICK WRITE** What are your three biggest fears? Write a few sentences. Remember to use this section for your Unit Assignment.

WORK WITH THE READING

A. **INVESTIGATE** Read the article and gather information about common fears.

Can We Trust Our Fears?

1 Are you more afraid of bird flu[1] or the common flu[2]? Which **frightens** you more, mad cow **disease**[3] or heart disease? Fear is a natural human feeling. The purpose of fear is to protect us from things that **harm** us. However, we can't always trust our fears.

2 Sometimes we are afraid of things that are not likely to happen. Many people think bird flu is very dangerous, but we don't worry about the common flu. In 15 years, 454 people in the world died of the bird flu (World Health Organization, 2019). However, every year more than 290,000 people die from the common flu (World Health Organization, 2018). Many people are not afraid to eat unhealthy foods, but we're afraid of getting mad cow disease from beef. In fact, we are much more likely to get heart disease than mad cow disease. Heart disease is the number-one cause of **death** in the world. In 2016 alone, 17.9 million people died of heart disease, according to

We are more likely to get heart disease than mad cow disease.

[1] **bird flu:** an illness humans can get from birds
[2] **common flu:** an illness many people get every year
[3] **mad cow disease:** (bovine spongiform encephalopathy, BSE) an illness that kills cows and can kill people who eat beef from sick cows

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the World Health Organization. Fewer than 300 people, however, ever died of mad cow disease. Why are we more afraid of things that we are unlikely to ever experience? There are a few different **factors**.

3 First of all, when something is familiar to us or common in our experience, we fear it less. For example, most of us get the common flu several times in our lives. However, we never get bird flu. We probably don't know anyone who has had bird flu. Bird flu is unknown, so it's scarier.

4 Another factor is control. We are more afraid of things we cannot control. Mad cow disease is dangerous. It is very difficult to know if meat **contains** mad cow disease. Mad cow disease cannot be stopped by doctors. We have no control over it. Doctors can usually help people with heart disease, though. They can control it. And doctors believe people can fight heart disease. They say that we should exercise and eat healthier foods. We know we can control heart disease.

5 So why do we do things that we know are dangerous? If something gives us **pleasure**, we might continue to do it despite[5] the danger. For example, maybe your mother and your grandfather had heart disease. You know that you need to eat well, but you really like food with a lot of **fat** and salt. So you eat it anyway. You say, "Someday I will change the way I eat, but I'm hungry, and the unhealthy food is delicious."

6 Now, think about the things that you are afraid of. How likely are they to happen? Do you think your fears are **reasonable**? Think about your fears honestly, and you might be surprised. You may find out that you are living with unnecessary fears.

References

World Health Organization (2019, April 9). *Cumulative number of confirmed human cases of avian influenza A(H5N1) reported to WHO.* retrieved from https://www.who.int/influenza/human_animal_interface/H5N1_cumulative_table_archives/en/

World Health Organization (2018, November 6). *Influenza (Seasonal).* Retrieved from https://www.who.int/news-room/fact-sheets/detail/influenza-(seasonal)

[5] **despite:** although something happened or is true

B. CATEGORIZE Read the statements. Write *T* (true) or *F* (false). Then correct the false statements to make them true. Write the number of the paragraph where the information is found.

___ 1. Unfamiliar things frighten us more. Paragraph ___

_____

___ 2. We fear things we can control. Paragraph ___

_____

___ 3. Fear is natural. Paragraph ___

_____

___ 4. All of our fears are reasonable. Paragraph ___

_____

___ 5. We are afraid of things that are unlikely to happen. Paragraph ___

___ 6. We may do things that harm us because we enjoy them. Paragraph ___

C. CATEGORIZE What are reasonable fears, according to the article? What are unreasonable fears? Write the words in the chart.

fear of bird flu	fear of heart disease
fear of the common flu	fear of mad cow disease

Reasonable fears	Unreasonable fears

D. EXPLAIN Answer these questions.

1. Why are people more afraid of bird flu than the common flu? _____

2. Why are people more afraid of mad cow disease than heart disease? _____

3. Why are we afraid of things that are not dangerous? _____

4. Why do we do some things that are dangerous? _____

E. SYNTHESIZE Look back at your Quick Write on page 174. What fears did you list? What is the cause of each fear? What are the effects each fear has on your life? Draw a cause-and-effect chart (either line or circle) to describe the causes and effects of one of your fears.

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WORK WITH THE VIDEO

A. PREVIEW Look at the photo and discuss the questions.

Have you ever gone into a cave? What was it like? Why do you think some people are afraid of going into caves?

VIDEO VOCABULARY

cave (n.) a large hole in the side of a mountain or under the ground

horrible (adj.) very bad

reproduce (v.) to make a copy of something

Many people enjoy going into caves.

iQ RESOURCES Go online to watch the video about reproducing fear.
Resources › Video › Unit 8 › Unit Video

B. IDENTIFY Watch the video two or three times. Then match the questions with the answers.

___ 1. What is the man afraid of?

___ 2. Why do the scientists want to reproduce fear?

___ 3. What happens when the man goes into the cave?

___ 4. How do you know he is afraid?

a. He gets very frightened.

b. He is breathing hard and touching his face.

c. To learn more about fear.

d. Being in small spaces.

C. EXTEND Discuss the questions in groups.

1. Think of the man in this video. Is his fear reasonable?
2. What can he do to reduce his fear?

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WRITE WHAT YOU THINK

SYNTHESIZE Think about Reading 1, Reading 2, and the unit video as you discuss these questions. Then choose one question and write a response.

1. What are you afraid of? Do you think your fears are reasonable or unreasonable? Why?
2. Do you think fears change as we grow older? What are common childhood fears? What are more common adult fears?
3. In Reading 1 and Reading 2, you read that people sometimes fear things unnecessarily. What do you think people *should* be afraid of?

VOCABULARY SKILL Word families

A **word family** is a group of words that come from the same word. The bold words in the sentences are members of the same word family. Notice that they are each a different part of speech.

Some people spend a lot of money on home **protection**. (noun)
They want to **protect** their homes from criminals. (verb)
They buy **protective** alarm systems for their homes. (adjective)

This chart shows two word families.

Noun	Verb	Adjective	Adverb
familiarity	familiarize	familiar	familiarly
pleasure	please	pleasant	pleasantly

When you learn a new word, also try to learn the other members of the word family. Learning word families can help build your vocabulary more quickly.

A. CATEGORIZE Complete the chart. Use your dictionary to help you.

Noun	Verb	Adjective	Adverb
1. fear	fear	fearful	fearfully
2. violence			
3.		believable	
4. danger	endanger		

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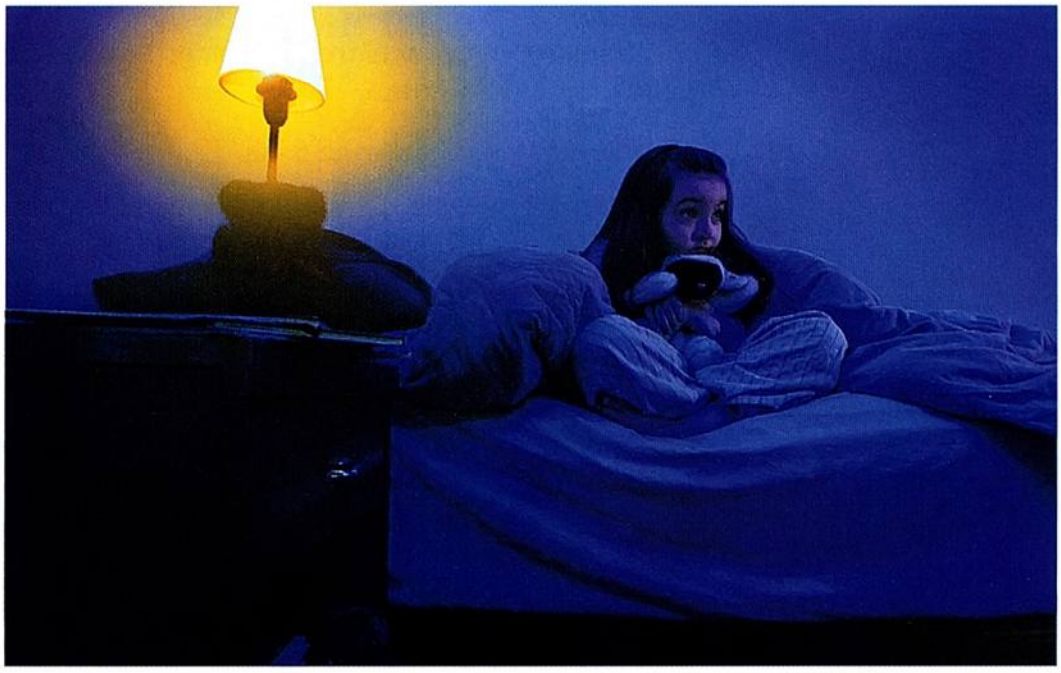
Noun	Verb	Adjective	Adverb
5.		harmful	
6. safety			

B. APPLY Read each sentence. Identify the part of speech of the missing word. Then complete the sentence with the correct word from the chart in Activity A.

1. verb We often fear the things we cannot control.
2. _____ We feel _____ in this neighborhood. We often go out at night to visit our neighbors.
3. _____ Smoking cigarettes is _____ to your health.
4. _____ The news media reports a lot of gun _____, but most crime isn't gun crime.
5. _____ You may be in _____ if you travel alone at night.
6. _____ I'm not afraid when Saad drives because he drives very _____.
7. _____ It's my _____ that fear is a useful feeling.

iQ PRACTICE Go online for more practice with word families.
Practice › Unit 8 › Activity 9



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WRITING

OBJECTIVE ▶ At the end of this unit, you will write one or more paragraphs about a common fear. Your paragraph(s) will include specific information from the readings and your own ideas.

WRITING SKILL Contrasting ideas with *however*

The word *however* introduces an idea that is different from, or contrasts with, the idea before it. *However* is similar in meaning to the word *but*.

My neighborhood is dangerous, **but** it has many nice qualities.
My neighborhood is dangerous. **However**, it has many nice qualities.

But is a *conjunction*. It connects two sentences into one. *However* is a *transition*. It links two sentences.

- *However* usually comes at the beginning of the second sentence. Use a comma after *however*.

Crime is decreasing. **However**, most people think it is increasing.

- When you want to focus on the subject of the sentence, put *however* after the subject. Put commas before and after *however*.

Crime is decreasing. People, **however**, think it is increasing.

- When you want to focus less on the contrast between sentences, put *however* at the end of the sentence. Put a comma before *however*.

Crime is decreasing. Most people think it is increasing, **however**.

iQ RESOURCES Go online to watch the Writing Skill Video.
Resources › *Video* › *Unit 8* › *Writing Skill Video*

A. APPLY Here are some facts from Readings 1 and 2. Connect the sentences. Write the letter on the line.

___ 1. Crime rates are much lower today.
___ 2. The purpose of fear is to protect us from things that harm us.
___ 3. In 15 years, 454 people in the world died of the bird flu.
___ 4. The rate of violent crime decreased in Canada.
___ 5. Most of us get the common flu several times in our lives.

a. However, we never get bird flu.
b. However, news reports about violent crime increased from 10 to 25 percent.
c. However, most people believe that crime is increasing.
d. However, we can't always trust our fears.
e. However, every year more than 290,000 people die from the common flu.

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B. WRITING MODEL Connect the sentences with *however* in three different ways.

1. People wash their hands for about nine seconds. It takes 15 seconds to kill the germs.

   a. People wash their hands for about nine seconds. It, however, takes about 15 seconds to kill the germs.

   b. _____

   c. _____

2. We have better health today than ever. People worry more about their health today.

   a. _____

   b. _____

   c. _____

C. WRITING MODEL Connect the sentences with *but* and *however*. Pay attention to punctuation (commas and periods).

1. Violent crime frightens us.
   We are more likely to die in a car.

   a. Violent crime frightens us, but we are more likely to die in a car.

   b. Violent crime frightens us. However, we are more likely to die in a car.

2. We like to watch violent TV shows.
   Violence makes us afraid.

   a. _____

   b. _____

3. I am more likely to die in a car accident.
   I fear an airplane crash more.

   a. _____

   b. _____

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4. Women fear crime more than men.
   Crime happens more often to men.
   a. _____
   b. _____

5. Most crimes are not violent.
   The news media focuses on unusual and violent crimes.
   a. _____
   b. _____

D. EVALUATE Finish the sentences.

1. Teenagers worry less than adults about dangers, but _____
   _____.
2. Most spiders are not poisonous. However, _____
   _____.
3. Many people are afraid of speaking in front of a group of people, but _____
   _____.
4. Jumping from an airplane is very scary. However, _____
   _____.

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E. APPLY Find the mistakes in punctuation and capitalization. Correct the sentences.

1. Parents keep children inside for safety, however. These children often don't get enough exercise.
2. Cars are safer than ever however there are more accidents because people drive faster in safe cars.
3. Your chance of dying in an airplane is one in 11 million. But your chance of dying in a car accident is one in 583.
4. Adults worry too much about dangers. Teenagers however do not worry enough.

iQ PRACTICE Go online for more practice contrasting ideas with *however*.
Practice › Unit 8 › Activity 10

GRAMMAR Comparative adjectives

We use **comparative adjectives** to compare two people, places, things, or ideas.

Crime is **high** in my neighborhood. → Crime is **higher** in yours.
I'm **afraid** of getting the flu. → My sister is **more afraid**.

Here are some rules to help you form comparative adjectives correctly.

- Ad *-er* to one-syllable adjectives. (A *syllable* is a part of a word with a vowel sound. One-syllable words have one vowel sound.) Add *-r* when the adjective ends in *-e*.

high → **higher** late → **later**

- When the one-syllable adjective ends in consonant + vowel + consonant, double the last consonant and add *-er*.

big → **bigger** hot → **hotter**

- Do not double the consonant when the adjective ends in *-w*, *-x*, or *-y*.

low → **lower** gray → **grayer**

- For two-syllable adjectives that end in *-y*, drop the *-y* and add *-ier*.

scary → **scarier** crazy → **crazier**

- For most other adjectives with two or more syllables, use *more* + adjective.

fearful → **more fearful** frightening → **more frightening**

- Use comparative adjective + *than* in sentences comparing two things.

My neighborhood is **safer than** your neighborhood.
Your neighborhood is **more dangerous than** my neighborhood.

Note: The words *good* and *bad* are irregular.

good → **better** bad → **worse**

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A. APPLY Complete the chart with the comparative form of each adjective.

Adjective	Comparative adjective
1. afraid	more afraid
2. big	
3. careful	
4. dangerous	
5. easy	
6. new	
7. reasonable	
8. safe	
9. smart	
10. violent	

B. COMPOSE Write sentences using the words and phrases. Use the comparative forms of the adjectives and *than*.

1. heart disease / mad cow disease / common

   Heart disease is more common than mad cow disease.

2. I believe / flying / driving / dangerous

3. I think / crime dramas / scary / real life

4. the crime rate in Canada in 2012 / the crime rate in Canada 20 years before / low

iQ PRACTICE Go online for more practice with comparative adjectives.
Practice › Unit 8 › Activities 11–12

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UNIT ASSIGNMENT Write one or more paragraphs about a common fear

OBJECTIVE ▸ In this assignment, you are going to write one or more paragraphs about a common fear. Is it a reasonable fear? What causes the fear? What effect does the fear have? As you prepare your paragraph(s), think about the Unit Question, "What are you afraid of?" Use information from Reading 1, Reading 2, the unit video, and your work in this unit to support your ideas. Refer to the Self-Assessment checklist on page 186.

iQ PRACTICE Go online to the Writing Tutor to read a model paragraph. *Practice › Unit 8 › Activity 13*

PLAN AND WRITE

A. BRAINSTORM Think of two common fears. They might be reasonable or unreasonable fears. Write the fears in the chart. Discuss each fear with a partner. Ask and answer the questions. Take notes.

Fear	Is it reasonable? Why? Why not?
flying on an airplane	It is an unreasonable fear. There is a one in 11 million chance of dying in a plane crash.

B. PLAN Choose one fear from your chart in Activity A. Research one or two facts about it. How likely is it to happen? Write your ideas below.

1. Topic sentence: A common fear is the fear of _____.
2. Explain the danger. Is the fear reasonable? _____
3. Explain any causes or effects of the fear. _____
4. Write a concluding sentence. _____

WRITING TIP
Use both long and short sentences to make your writing more interesting. To make your sentences longer and more complex, connect sentences with words like *and, so, but, when,* or *because.*

iQ RESOURCES Go online to download and complete the outline for your paragraph(s). *Resources › Writing Tools › Unit 8 › Outline*

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C. WRITE Use your planning notes from Activity B to write your paragraph(s).

1. Write a topic sentence, supporting sentences, and a concluding sentence. Make sure you explain your fear and why it is reasonable or unreasonable.
2. Look at the Self-Assessment checklist to guide your writing.

iQ PRACTICE Go online to the Writing Tutor to read a model paragraph.
Practice > Unit 8 > Activity 14

REVISE AND EDIT

iQ RESOURCES Go online to download the peer review worksheet.
Resources > Writing Tools > Peer Review Worksheet

A. PEER REVIEW Read your partner's paragraph(s). Then use the Peer Review worksheet. Discuss the review with your partner.

B. REWRITE Based on your partner's review, revise and rewrite your paragraph(s).

TIP FOR SUCCESS
When you revise your writing, try to cut out any extra words or unnecessary information. Keep only the important information.

C. EDIT Complete the Self-Assessment checklist as you prepare to write the final draft of your paragraph(s). Be prepared to hand in your work or discuss it in class.

SELF-ASSESSMENT	Yes	No
Does your topic sentence introduce your topic and main idea?	☐	☐
Do you use at least one fact to support your opinion?	☐	☐
Does your concluding sentence remind readers of your main idea?	☐	☐
Do you use *believe, think*, or *should* correctly to introduce opinions?	☐	☐
Do you use comparative adjectives correctly?	☐	☐
Does your paragraph include vocabulary words from the unit?	☐	☐
Did you check your paragraph for correct punctuation, especially in sentences with *however, but, because*, and *when*?	☐	☐
Is the spelling correct? Check a dictionary if you are unsure.	☐	☐
Did you check your grammar for correct use of verbs and infinitives?	☐	☐

D. REFLECT Discuss these questions with a partner or group.

1. What is something new you learned in this unit?
2. Look back at the Unit Question—What are you afraid of? Is your answer different now than when you started the unit? If yes, how is it different? Why?

iQ PRACTICE Go to the online discussion board to discuss the questions.
Practice > Unit 8 > Activity 15

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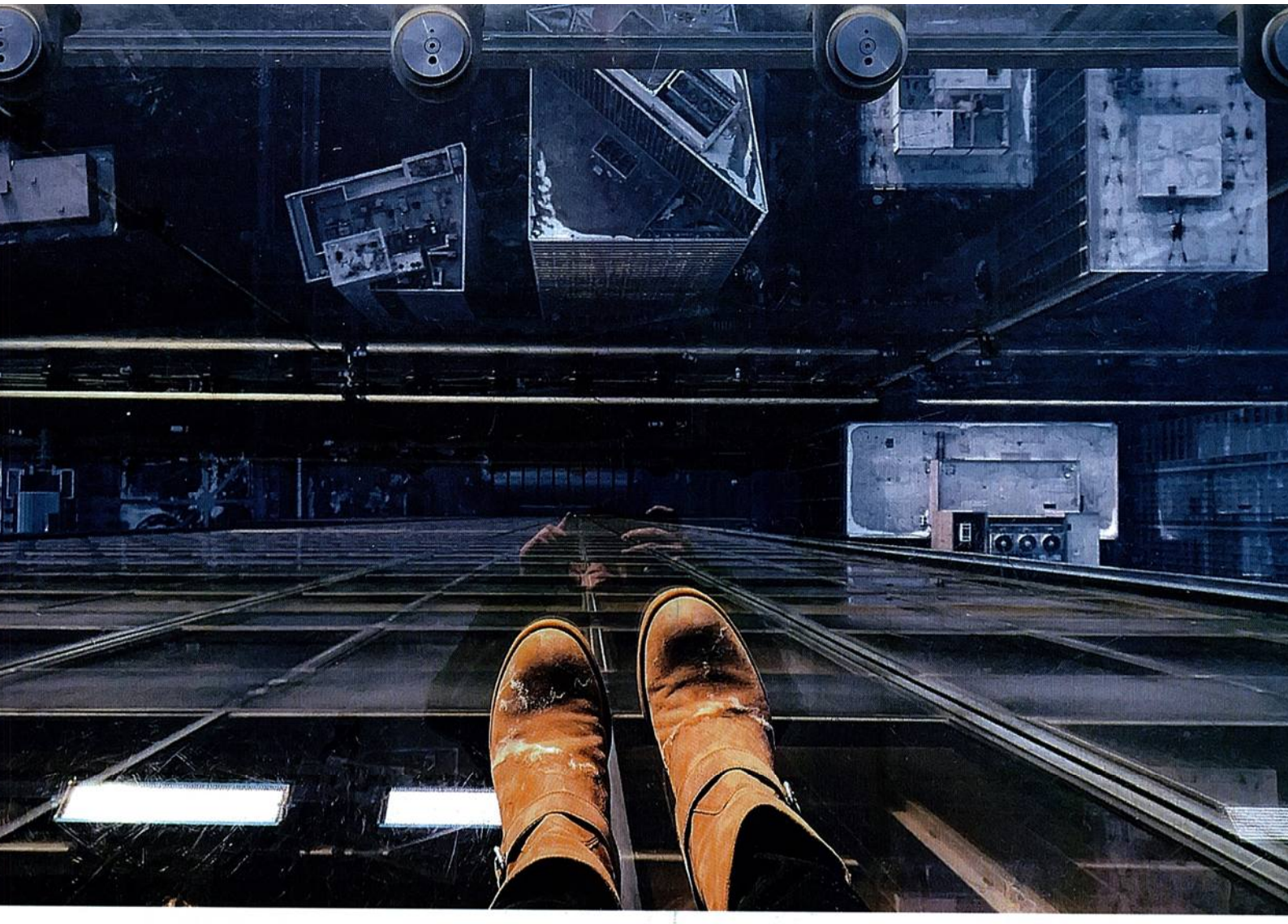

TRACK YOUR SUCCESS

iQ PRACTICE **Go online to check the words and phrases you have learned in this unit.** ***Practice*** **›** ***Unit 8*** **›** ***Activity 16***

Check (✓) the skills you learned. If you need more work on a skill, refer to the page(s) in parentheses.

CRITICAL THINKING ☐ I can identify cause and effect. (p. 170)

READING ☐ I can identify facts and opinions. (p. 171)

VOCABULARY ☐ I can recognize and use word families. (p. 178)

WRITING ☐ I can contrast ideas with *however*. (p. 180)

GRAMMAR ☐ I can recognize and use comparative adjectives. (p. 183)

OBJECTIVE ▶ ☐ I can gather information and ideas to write one or more paragraphs about a common fear.

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VOCABULARY LIST AND CEFR CORRELATION

The **Oxford 3000™** is a list of the 3,000 core words that every learner of English needs to know. The words have been chosen based on their frequency in the Oxford English Corpus and relevance to learners of English. Every word is aligned to the CEFR, guiding learners on the words they should know at A1-B2 level.

OPAL **The Oxford Phrasal Academic Lexicon** is an essential guide to the most important words and phrases to know for academic English. The word lists are based on the Oxford Corpus of Academic English and the British Academic Spoken English corpus.

The **Common European Framework of Reference for Language (CEFR)** provides a basic description of what language learners have to do to use language effectively. The system contains 6 reference levels: A1, A2, B1, B2, C1, C2.

UNIT 1

career *(n.)* A1
company *(n.)* A1
creative *(adj.)* OPAL A2
data *(n.)* OPAL A2
decision *(n.)* OPAL A2
event *(n.)* OPAL A1
flexible *(adj.)* OPAL B2
match *(v.)* A1
plan *(v.)* A1
research *(v.)* OPAL A2
result *(n.)* OPAL A1
routine *(n.)* A1
skill *(n.)* OPAL A1
solve *(v.)* OPAL A2
success *(n.)* A1
team *(n.)* A1

UNIT 2

area *(n.)* OPAL A1
attention *(n.)* A2
connect *(v.)* OPAL A2
focus *(v.)* OPAL A2
human *(n.)* OPAL A2
interrupt *(v.)* B2
practice *(v.)* OPAL A1
repeat *(v.)* A1
require *(v.)* OPAL B1
several *(adj.)* A2
store *(v.)* OPAL B1
task *(n.)* OPAL A2
technology *(n.)* OPAL A2

UNIT 3

attitude *(n.)* OPAL B1
average *(n.)* OPAL A2
benefit *(n.)* OPAL A2
compete *(v.)* OPAL A2
control *(v.)* OPAL A2
difficulty *(n.)* OPAL B1
discover *(v.)* A2
improve *(v.)* OPAL A1
is/are likely to *(v. phr.)* OPAL B1
positive *(adj.)* OPAL A1
produce *(v.)* OPAL A2
provide *(v.)* OPAL A2
reduce *(v.)* OPAL A2
rest *(v.)* A2
solution *(n.)* OPAL A2

UNIT 4

ability *(n.)* OPAL A2
effect *(n.)* OPAL A2
embarrassed *(adj.)* B1
expect *(v.)* OPAL A2
increase *(v.)* OPAL A2
natural *(adj.)* OPAL A1
nervous *(adj.)* A2
pretend *(v.)* B1
prevent *(v.)* OPAL A2
protect *(v.)* OPAL A2
rate *(n.)* OPAL A2
score *(n.)* A2
serious *(adj.)* A2
social *(adj.)* OPAL A2
whole *(adj.)* OPAL A2

UNIT 5

according to *(prep.)* OPAL A2
activity *(n.)* OPAL A1
among *(prep.)* OPAL A2
athlete *(n.)* A2
effort *(n.)* OPAL B1
exciting *(adj.)* A1
form *(v.)* OPAL A1

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goal *(n.)* OPAL A2
history *(n.)* OPAL A1
level *(n.)* OPAL A2
physical *(adj.)* OPAL A2
similar *(adj.)* OPAL A1
training *(n.)* OPAL A2
weight *(n.)* OPAL A2

UNIT 6

avoid *(v.)* OPAL A2
choice *(n.)* OPAL A2
customer *(n.)* A1
expert *(n.)* OPAL A2
in order to *(prep. phr.)* OPAL B1
opinion *(n.)* A1
product *(n.)* OPAL A1
purpose *(n.)* OPAL A2
recommend *(v.)* OPAL A2
relationship *(n.)* OPAL A2
respect *(v.)* OPAL B1
simple *(adj.)* OPAL A2
treatment *(n.)* OPAL B1
trust *(v.)* B2
variety *(n.)* OPAL A2

UNIT 7

circle *(n.)* A2
depend on *(v. phr.)* OPAL A2
device *(n.)* OPAL A2
digital *(adj.)* OPAL A2
efficient *(adj.)* OPAL B2
invent *(n.)* A2
mobile *(adj.)* OPAL A2
moment *(n.)* A1
necessary *(adj.)* OPAL A2
power *(n.)* OPAL A2
reply *(v.)* A2
share *(v.)* OPAL A1
social media *(n.)* A2
teenager *(n.)* A1
to sum up *(v. phr.)* B1

UNIT 8

affect *(v.)* OPAL A2
common *(adj.)* OPAL A1
contain *(v.)* OPAL A2
crime *(n.)* A2
death *(n.)* A2
decrease *(v.)* OPAL B2
disease *(n.)* A2
factor *(n.)* OPAL A2
fat *(n.)* A1
frighten *(v.)* B1
harm *(v.)* OPAL B2
negative *(adj.)* OPAL A1
news *(n.)* A1
pleasure *(n.)* B1
reasonable *(adj.)* OPAL B2
report *(v.)* OPAL A1
scary *(adj.)* A2
violent *(adj.)* B1

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